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A STUDY OF THE INDIVIDUAL LEADERSHIP SKILLS AND TRAITS THAT
ARMOR BATTALION COMMANDERS MUST POSSESS IN ORDER TO BE
SUCCESSFUL IN COMBAT AND IN NON-COMBAT SITUATIONS

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The Command and General Staff College
Fort Leavenworth, Kansas

In Partial Fulfillment
of the Requirements for Completion of the
Command and General Staff Officers Course

by
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CHAPTER I

INTRODUCTION TO THE STUDY

INTRODUCTION

The military strategy of the United States of America depends on the military power of the armed forces for its effective application. Current strategy requires that the Army prepare to fight a war tomorrow with the organizations, equipment and personnel that exist today. The capability of the Army to apply adequate force in a combat situation is dependent upon the fulfillment of a continuum of responsibilities. These responsibilities range from the development of grand strategy at the highest levels of command to mission accomplishment by soldiers in the field.

In the creation of military power, the maneuver battalion commander is an important link between strategic thought and the actions of the individual soldier. The battalion commander is the most senior leader to see and "fight" the battle. In addition, he controls the lowest level organization which brings together the

full combat power of the combined arms as well as all the functions of combat support and combat service support.

Those officers who command armor battalions must be capable of developing their organizations in peacetime and effectively utilizing them in combat. The individual leadership skills and traits of these commanders must match the requirements of their position and the situations in which they must be able to perform. Success in peacetime and on the battlefield is dependent upon the proper selection and training of the armor battalion commander.

THE PROBLEM

Statement of the Problem

The primary purpose of this study was to compare the relative importance of the individual leadership skills and traits an armor battalion commander must possess in combat and in non-combat situations in order to be successful. A secondary purpose was to analyze the relationship between the importance of these attributes and the level of proficiency and development of current armor battalion commanders in the same leadership dimensions.

Analysis of the Problem

The solution to these problems required the answers to the following questions:

1. What leadership skills and traits are important to the success of armor battalion commanders in combat and/or in non-combat situations?
2. What is the relative importance of each leadership skill and trait in a combat situation?
3. What is the relative importance of each leadership skill and trait in a non-combat situation?
4. What is the level of proficiency and development of current armor battalion commanders in the leadership skills and traits as rated by their present superior?

Assumptions

The following assumptions were made for this study:

1. Individuals with past experience as a battalion commander are capable of assigning valid ratings to the importance of selected leadership skills and traits to success in that position.
2. Infantry officers who serve as the commander of a mechanized brigade can effectively rate the importance of leadership skills and traits to commanders of armor battalions. Although not trained specifically in armor leadership, the fact that these officers have been assigned to command mechanized brigades indicates a depth of understanding in leadership and an awareness of the needs of armor battalion commanders.
3. Ratings of the importance of leadership skills and traits to success in combat that are based on experience in Vietnam are applicable to most, if not all, future combat situations. While

combat in Vietnam was during a specific period of time and in a specific place, the pressures and requirements of leadership in combat are relatively universal.

4. The selection process that assigns officers to command battalions results in the assignment of the best possible individuals to those positions. It is further assumed that this selection process will continue to be utilized for the foreseeable future.

5. Distributions of the ratings of specific skills and traits with regard to importance and to proficiency follow the normal distribution.

Delimitations of the Problem

The study did not evaluate the quality of the training and development of current armor battalion commanders.

The study did not attempt to predict the success of current armor battalion commanders.

The study did not evaluate the process used for the selection of current armor battalion commanders.

The study did not compare the abilities of current armor battalion commanders to other officers who are not in command or who were not selected to command.

The study did not determine what a successful leader must be or do, nor did it seek to identify a leadership style that will work best for individuals serving as armor battalion commanders.

Limitations of the Study

Samples used in the collection of data were limited to officers who are serving in the United States Army. The collection of data relating the importance of leadership skills and traits to success in combat was further limited to those individuals who had combat experience as battalion commanders in Vietnam.

Surveys were only sent to brigade and regimental commanders who have subordinate armor battalions and/or armored cavalry squadrons. Furthermore, samples were taken solely from the commanders of active army organizations. Conclusions of the study are, therefore, limited in relevancy to similar type units and circumstances.

Importance of the Study

Leadership is an important ingredient to the success of any organization. While it is often discussed in general terms, it is rarely related to a specific position or situation. The instruments contained in this study provide a useful tool for the analysis of leadership at the battalion level.

Conclusions based on the results of this study can be used to focus the training, education and development of armor officers in those skills and traits that are determined to be critically important and/or to be universally weak. Attributes that are identified as being important to success can also be utilized by selection boards when reviewing officers' records for assignment

to command positions. In addition, officers who perform in the role of rater or senior rater will be able to use the results of the study to identify subordinate officers who have the attributes that are important to the successful command of armor battalions. Appropriate comments based on key leadership skills and traits can then be entered in the "Potential" blocks of the Officer Efficiency Report to document these observations.

DEFINITION OF TERMS

The following terms were used in this study and are defined here for clarification:

Armor battalion. A tank battalion or an armored cavalry squadron, regardless of the type of equipment assigned or the organizational structure.

Brigade commander. The immediate superior to an armor battalion commander, to include the commander of a mechanized brigade, separate brigade or armored cavalry regiment and the chief of staff of a division who is the rating officer for the commander of an armor battalion.

Mechanized brigade. Combat brigade in a mechanized infantry or armored division or a separate infantry or armored brigade.

Successful battalion commander. An officer who is commanding or who has commanded an organization that consistently completes or completed assigned missions in a satisfactory manner.

HYPOTHESES

The First Hypothesis

The first hypothesis was that there is no significant difference between the relative importance of the leadership skills and traits that are required for an armor battalion commander to be successful in a combat situation and their importance in a non-combat situation.

The Second Hypothesis

The second hypothesis was that there is no significant difference between the relationship of the relative importance of the leadership attributes in a combat situation and in a non-combat situation as compared to the level of proficiency and development of current armor battalion commanders.

PROCEDURES

Chapter III includes a detailed description of the procedures used for construction of the instruments, selecting the samples,

administering the instruments and analyzing the data for this study.

Seventy-nine officers were selected for the study. Of these, thirty-four were General Officers with combat experience in Vietnam. They were asked to complete a survey, indicating their rating of the importance of certain leadership skills and traits to the success of an armor battalion commander in a combat situation. The remaining fifty-five officers were brigade commanders. Half of these officers were asked to rate the importance of the leadership skills and traits to success in a non-combat situation. The other half was asked to rate the level of proficiency and development of one of their subordinate armor battalion commanders in the same leadership skills and traits.

Construction of the Instruments

The leadership skills and traits evaluated were selected based on a review of the related literature, to include current Army doctrine. Rating scales were constructed through a review of the literature and consultation with experts at the United States Army Soldier Support Center, Alexandria, Virginia.

Selection of the Sample

A list of active duty General Officers who served as armor, infantry, mechanized infantry battalion or armored cavalry

squadron commanders in Vietnam was provided by the Soldier Support Center. All of the individuals identified were included in the sample for the study.

All of the appropriate brigade commanders in the active army were included in the population. A stratified random selection was made to determine which officers would be included in the sample which would rate the importance of the skills and traits to success in a non-combat situation. The remaining half of the brigade commanders were placed in the sample which would rate the level of proficiency and development of a subordinate armor battalion commander.

Administration of the Instruments

Questionnaires were mailed to each officer along with a letter of transmittal requesting their assistance. The surveys were returned through the mail using the self-addressed return envelope included with the letter and questionnaire.

Analysis of the Results of the Surveys

Spearman's Rank-Correlation Test was used to measure the degree of association between the rankings of the importance of the leadership skills and traits in combat and in non-combat situations.

T-tests were applied to the means of the ratings of each skill and trait to compare their importance to success in combat

and to success in non-combat situations. This was done to determine whether there was a significant difference in the importance of a given trait to success in the two different environments.

Spearman's Rank-Correlation Test was also used to measure the degree of association between the ranking of the ratings of the proficiency of armor battalion commanders as compared to the rankings of the importance of the skills and traits to success both in combat and in non-combat situations.

ORGANIZATION OF THE STUDY

Chapter I introduces the problem; states the problem; presents an analysis of the problem, the assumptions for the study, the delimitations and limitations of the problem, and the importance of the study; defines the terms used in the study; states the hypotheses of the study; and presents an overview of the procedures used.

Chapter II presents a review of the related literature.

Chapter III describes the procedures used in developing the instruments for the study and in collecting the data, and presents the statistical methods used in analysis of the data.

Chapter IV presents the findings of the study.

Chapter V contains a summary of the study, the major findings of the study, conclusions resulting from the findings, some observations and the recommendations made as a result of the study.

ABSTRACT

A STUDY OF THE INDIVIDUAL LEADERSHIP SKILLS AND TRAITS THAT ARMOR BATTALION COMMANDERS MUST POSSESS IN ORDER TO BE SUCCESSFUL IN COMBAT AND NON-COMBAT SITUATIONS

by Major Lawrence M. Steiner Jr., USA, 119 pages.

This study examines the importance of selected leadership skills and traits to armor battalion commanders in war and peacetime settings. It goes on to consider the proficiency of current commanders in relation to the importance of the attributes.

The hypotheses are that: 1) There is no significant difference between the relative importance of the leadership skills and traits that are required for an armor battalion commander to be successful in a combat situation and their importance in a non-combat situation and 2) there is no significant difference between the relationship of the relative importance of the leadership attributes in a combat situation and in a non-combat situation as compared to the level of proficiency and development of current armor battalion commanders.

Leadership skills and traits to be studied were selected from a review of the related literature. Three surveys were then conducted to obtain the data for the research. First, general officers who commanded combat battalions in Vietnam were asked to rate the importance of the attributes to success in a combat situation. Current armor and mechanized brigade commanders were questioned as to the importance of the skills and traits in peacetime and as to the level of proficiency of subordinate battalion commanders in the leadership attributes. Data from the survey respondents were analyzed statistically in relation to the stated hypotheses.

Findings of the study fall in two categories. First, it indicates that there is no significant difference among the three rankings of the skills and traits: 1) importance of the attributes in combat; 2) importance in non-combat situations and 3) level of proficiency of current armor battalion commanders. In comparing the ratings of the individual skills and traits, the study concludes that the attributes of Tactical Proficiency, Terrain Sense, Physical Courage and Audacity are significantly more important in combat than in non-combat situations. Furthermore, it is concluded that higher levels of proficiency are required of current battalion commanders in the skills of Tactical Proficiency, Terrain Sense, Delegation and Teacher (Counselor).

The study recommends that no major changes be made in the relative emphasis given to the leadership skills and traits during the formal and informal training of company and field grade armor officers. It does recommend, however, that additional training be given to potential commanders in the areas of Tactical Proficiency, Terrain Sense, Delegation and Teaching (Counseling) prior to selection for and assumption of command.

CHAPTER II

RELATED LITERATURE

General

Based on a 1985 Leadership Symposium, a Haythorn, Kimmel and Steinberg study about leadership noted that "The available literature leaves much to be desired" (18:49)*. They went on to explain that while there is an extensive amount of literature on leadership, very little of it concerns the military, and most of what does exist is in the form of personal opinion essays and is not based on research.

Given the limited amount of research, this review includes qualified opinion and official publications. Each area of the literature will be treated in separate sections below.

* The American Psychological (Scientific) Notation technique will be used in this study to identify the sources of information. This note refers to item number 18 in the bibliography, page 49. Subsequent notes will follow the same format.

Leadership and Its Importance

Leadership defined. Although there are numerous definitions, one research report [Roberts 1968] stated "... it can be seen that both military and business executives view leadership as a persuasive ability to rally people to work together." (11:3) While Roberts viewed it as an "ability", the Army definition states that "Military Leadership is a process by which a soldier influences others to accomplish the mission." (13:44) Relating this "process" to the military in a larger sense, it was written that "Command is the desired result and leadership is the primary means." (35:58)

General. The importance of leadership to the Army was reflected in Robert's statement that "...the development of improved leadership effectiveness is a fundamental goal of the Army's Training Program." (11:1) Research by Baek [1984] acknowledged that, while commanders have legal authority, "... the authority of an office is not sufficient for getting things done." (1:17) He continued on to state that commanders "... need other sources of power [leadership] to influence other people on whom they are dependent." (1:17)

Situational leadership. Roberts drew on the comments of Joseph A. Olmstead [Military Review, March 1967] when he commented that "... the particular characteristics of a leader seem to influence his success, those which are significant vary considerably depending on the circumstances." (11:5) Clement and Ayers [1976] wrote of nine leadership dimensions and argued that a different mix was required at various levels of leadership.

It was noted, however, that little research on the idea had been done. (18:87)

This position was supported by Harris [1984] who wrote that "...as a leader advances in rank and responsibility he must become more of a leader than more of a manager to meet the demands made on his character and intellect." (28:50) Roberts supported this, stating "... that unit size appears to be a principle driving force dictating modifications to leadership techniques..." (11:15) He went on to quote another authority who suggested that the differences in the technique of application of leadership begin "... at the stage [battalion command] where the commander's will must be imposed largely through subordinate officers." (11:15)

The battalion commander. In an extensive study of combat arms battalions, Hoopengardner, Simonsen and Frandsen [1984] visited a number of superior organizations to find out what made them "excellent". Through personal observation and interviews with general officers, they found that "Almost everyone we talked to agreed that the single most important factor in creating an excellent battalion is the leadership of the battalion commander." (8:9) Roberts also found through his research that "The success or failure of an organization in fulfilling its assigned mission is a product of the competency of the commander." (11:13)

Leadership in Combat. Analysis of current doctrine points out the importance of leadership in a tactical environment. Harris noted that "FM 100-5, Operations, makes it clear that the success of the new fighting doctrine is totally dependent upon effective, creative leadership at all levels." (12:50) A recent review of the literature also found that "... it is widely known

that leadership is a key ingredient if the Army is to succeed on the Air Land battlefield...". (35:55)

Writing about the leadership styles of battalion commanders, Koontz and Kaplan [1983] wrote "In the end moral forces determine victory or defeat. Inspirational, thinking leadership, more often than any factor, influences the moral forces of soldiers in battle." They went on to indicate that the leadership attributes of successful leaders have not changed, nor will they change in the future. (30:66) In an important historical study conducted by the History Department of the United States Military Academy at West Point, Hamburger stated "... a successful combat leader could be found in Vietnam who used a leadership style shared by his forebears in the American Civil War or World War I." (6:19)

Relationship to attributes. FM 22-100, Military Leadership, shows that "A soldier carries out this process [leadership] by applying his leadership attributes (beliefs, values, ethics, character, knowledge and skills)." (13:44) In this way it relates the process of leadership to the skills and traits that make it work. Furthermore, the doctrinal manual begins by stating that the attributes can be obtained through personal development. (13:1) Nelson [1977] in a research report on "commandership" suggested that the personality make-up [traits] of an individual is directly related to his leadership ability. (10:20)

Doctrine

Field Manual 100-1, The Army. As a basic philosophy for the Army, this manual devotes an entire chapter to "The Profession of

Arms". Chapter four states "... it is imperative that the military profession embrace a professional ethic." (14:23) This ethic is seen to include personal responsibility (14:24) and certain "Professional Soldierly Qualities", commitment, competence, candor and courage. (14:25)

Field Manual 22-100, Military Leadership. With regard to the development of leadership, the basic idea of this publication is that "If you want to be a respected leader, concentrate on what you *are* (your beliefs and character), what you *know* (human nature, tactics, your job) and what you *do* (provide direction, implement, motivate)." (13:44) While the manual concentrates on the techniques a leader should use and the actions that must be accomplished, it also provides a set of principles and a set of character traits that leaders must have and adhere to.

The Principles of Leadership

A group of former battalion commanders at the Army War College, writing to future commanders, said "Review the principles of leadership periodically - they are time tested and will help you keep your perspective." (12:20) FM 22-100 lists the principles and suggests various skills and attributes associated with each:

1. Know yourself and seek self-improvement. [maturity]
2. Be technically and tactically proficient.
3. Seek responsibility and take responsibility for your actions. [initiative]

4. Make sound and timely decisions. [problem solving, decision making, planning]
5. Set the example.
6. Know your soldiers and look out for their welfare. [sincerity]
7. Keep your soldiers informed. [communication]
8. Develop a sense of responsibility in your subordinates [delegation, responsibility]
9. Ensure that the task is understood, supervised and accomplished. [communication, supervision]
10. Train your soldiers as a team.
11. Employ your unit in accordance with its capabilities. (13:42)

Traits of Character

The importance of the "Professional Soldierly Qualities" listed in FM 100-1, The Army, are reinforced in FM 22-100. The military leadership manual goes on to state "Military history shows clearly that ... traits of character also are important in a leader." (13:120) Listed below are each of the traits along with a brief description.

1. Integrity: Sincerity, honesty, candor
2. Maturity: Responsibility, emotional control
3. Will: Perseverance to accomplish a goal
4. Self-discipline: Forcing yourself to do your duty
5. Flexibility: Capability to make timely changes
6. Confidence: Assurance of success, bearing, enthusiasm
7. Endurance: Mental, spiritual and physical stamina
8. Decisiveness: Ability to use sound judgement

9. Coolness under stress: Confident calmness
in looks and behavior
10. Initiative: Ability to take appropriate action
without waiting for orders
11. Justice: Fair treatment of all people
12. Self-improvement: Working to strengthen beliefs,
values, ethics, character, knowledge,
and skills
13. Assertiveness: Taking charge when necessary
14. Empathy or Compassion: Sensitivity
15. Sense of humor: Not taking self too seriously
and contributing to laughter and morale
16. Creativity: Thinking of new and better things
17. Bearing: Posture, appearance and manner of
physical movement
18. Humility: Admitting weaknesses in your
character, knowledge or skills
19. Tact: Sensitive perception of people which
allows positive interaction (13:121+)

Research on Leadership in General

Roberts [1968]. The summary of the previously mentioned research report related leadership ability and effectiveness:

In summary, the effectiveness of higher level commanders as leaders and as managers is strongly influenced by these factors:

- The ability of the commander to effectively organize and use his staff
- The commander's creative ability; his skill at identifying critical problems and solving them
- The commander's ability to secure universal commitment
- The ability of the commander to identify himself as a source of power and truth

-The commander's ability as a manager of the administrative and logistical apparatus upon which subordinate units depend (11:53)

Franklin Institute Research Laboratory [1969]. In 1969 this organization conducted an exhaustive study for the Department of the Army on the "Art and Requirements of Command." The study found that outstanding commanders were practical and advance planners, that they issued good, timely and adequate directives, rewarded good results and did not procrastinate. It went on to say that these commanders were adept at coaching, observing, critiquing and motivating. (23:11)

Leadership Assessment Program (LAP). As a part of the Precommissioning Assessment System, the Army sought to develop a method of testing the abilities of potential officers. A central part of the LAP was a study done to determine what Second Lieutenants did in their role as leader. Through a series of interviews and questionnaires, thirteen dimensions were determined to be of critical importance to the junior leader:

Communication Skills

Oral Communication Skill: The ability to express oneself effectively in individual and group situations; includes gestures and other non-verbal communications.

Written Communication Skill: The skill required to express ideas clearly in writing using good grammatical form.

Oral Presentation Skill: The ability to present ideas or tasks to an individual or to a group when given time for preparations; includes gestures and other non-verbal communications.

Personal/Motivational Skills

Initiative: The discipline that requires attempting to influence events to achieve goals beyond those called for; originating action; self-starting rather than passive acceptance.

Interpersonal Skills

Sensitivity: Those actions that indicate a consideration for the needs and feelings of others.

Influence: The art of using appropriate interpersonal styles and methods in guiding subordinates, peers, superiors or groups toward task accomplishment.

Administrative Skills

Planning and Organizing: The ability to establish a course of action for self or others to accomplish a specific goal; planning proper assignments of personnel and appropriate allocations of resources.

Delegation: The ability to use subordinates effectively; the allocation of decision-making and other responsibilities to the appropriate subordinates.

Administrative Control: The ability to establish procedures for monitoring and regulating processes, tasks, or activities of subordinates and job activities and responsibilities; to monitor actively the results of delegated assignments or projects.

Decision-Making Skills

Problem Analysis: The skill required to identify a problem, secure information relevant to the problem, relate problem data from different sources and determine possible causes of problems.

Judgement: The ability to develop alternative courses of action and make decisions based on logical assumptions that reflect factual information.

Decisiveness: The readiness to make decisions, render judgements, take action or commit oneself.

Technical Skills

Technical Competence: A level of understanding and ability to use technical or professional information. (16:24)

Center for Army Leadership. This organization, located at Fort Leavenworth, Kansas, asked several groups of soon-to-be battalion and brigade commanders to list the characteristics that the optimum leader must possess. The groups generally agreed on the following: Initiative; Enthusiasm; Technical and Tactical Competence; Willingness to take risks; Integrity; Being a team

player; and an Ability to communicate clearly. Concerning this group of characteristics, the study remarked that "... the clarity with which these traits and skills surface in each group demonstrates their importance." (5:5)

Research on Leadership in Combat

Yukl [1982]. Utilizing data from the Korean War, this study developed a list of activities and their percent utilization by leaders. Further analysis found that the activities and their utilization corresponded with the LAP Dimensions. (18:62)

National Training Center (NTC) [1986]. The Center for Army Leadership compiled a "Fact Sheet" based on data obtained from experiences during the demanding training at the NTC.

Interviewers found that:

The description of the effective leader which emerged from the synthesis of OC's [Observer-Controller] observations reads like a textbook example from FM 22-100, Military Leadership. These results provide at least partial evidence that current Army leadership doctrine is sound and provides a valid basis for the training and development of Army leaders. (4:2)

United States Military Academy. In its historical research, the History Department reviewed combat actions that took place over a period of two hundred years. The study concluded in part that "There was surprising consistency among successful combat leaders regardless of historical period, country or condition of combat." (6:8) It also found that "In general, the current study verifies 'conventional wisdom.' That is, most of the findings

appear to agree with present doctrinal concepts in leadership ..."

(6:19) Five personal characteristics were found to be present in every successful leader:

Terrain Sense: The ability to quickly, almost intuitively, tactically judge terrain. This was the most essential characteristic and improved the most through experience.

Single-minded Tenacity: Typical of all successful leaders was an imaginative, driving, intensity to complete the mission with all the assets that were available or could be created rather than an inflexible adherence to a plan or even an objective.

Audacity: The willingness to take reasoned but enormous risks was always present.

Physical Confidence and Health: Vigorous, demanding physical activity was either a part of regular duties or a pastime.

Practiced, Practical Judgement: The most uncommon of virtues, common sense, was always present in the successful combat leader. (6:8)

Comments from Select Authorities

Clarke. General (Ret) Bruce C. Clarke saw extensive combat as a commander and is a former Chief of Staff of the Army. He stated that "The ability to plan with practicality and foresight is at the top of the list as most contributory to successful command." (24:2) He went on to say:

I've closely observed commanding officers and commanding generals in two wars - Korea and Europe. Some were promoted, some were relieved, and some just hung on until the armistice. What one thing separated them? It was the extent to which they could constantly juggle the many factors involved in command and leadership without dropping any important ones. (24:6)

Eisenhower. In his study, Roberts [1968] drew on the expertise of General Eisenhower:

Illustrative of this technique of trying to capture the essence of leadership is the catalogue of essential leadership qualities developed by former President Dwight D. Eisenhower. He lists these seven leadership traits as being dominant: Selfless Dedication; Courage and Conviction; Fortitude; Humility; Power of Persuasion; Heart and Mind; and Thorough Homework. (11:4)

Marshall. S. L. A. Marshall, noted British theorist and practitioner, wrote of his experiences:

Sixty percent of the art of command is the ability to anticipate; 40 percent of the art of command is the ability to improvise. (35:55)

Meyer. Former Chief of Staff General (Ret) Edward C. Meyer was instrumental in renewing the Army's interest in leadership during the early 1980's. A part of his philosophy of leadership was that "... successful leaders require the interaction of three properties - character, knowledge and application." (31:7)

Starry. When asked what it takes to make a leader, General (Ret) Donn A. Starry, commander of the 11th Armored Cavalry Regiment in Vietnam, answered "We categorized them into confidence, commitment, courage and candor. I would still say that those four things are the guts of what it takes to make a leader." (22:22)

As the commander of Training and Doctrine Command, General Starry was a driving force behind the development of current operational doctrine. With regard to leaders in combat he said:

But the history of small unit battle - battalion, brigade, perhaps division - tells you it's possible to fight and win outnumbered if you know what you're doing. It takes a mindset on the part of the officers, senior ones particularly, that sees the advantages of seizing the

initiative - of being willing to move around on the battlefield. (22:24)

Stilwell. General (Ret) Richard G. Stilwell, was asked about leadership when he was commanding in Korea. He gave:

... my philosophy on soldiering. I told him two things. The first was to adopt and adhere to an all-embracing concept of duty. ... The second thing was the leader's all encompassing responsibility to those people entrusted to him, to his command. (25:33)

Von Clausewitz. This important Nineteenth Century observer and theorist was quoted by Harris [1984].

Karl Von Clausewitz said in *On War* that military leaders require a particular blend of temperment (emotional strength and character) and intellect. ... Any deficiency in the values, character or thought processes of an army's leaders can result in disaster. (28:51)

Comments on Select Topics

Problem Solving and Creativity. Much of the recent literature identified "problem solving ability" as an important attribute. Roberts [1968] looked at one source published soon after World War II, Special Text No. 27, "Psychology of Leadership":

A leadership text produced at the U.S. Army's Armored School, Fort Knox, Kentucky, concludes that "Problem Solving is one of the major problems of the leader. His ability to perform this one important bit of work will many times determine his success as a leader." (11:20)

Roberts [1968] then went on to develop an important link between problem solving and creativity. He stated that "It is through creative ability that the commander, as a manager, seeks

optimum solutions to problems." (11:26)

These two attributes were related to a combat environment by Koontz and Kaplan [1983]:

Moreover, if we are to win on the modern battlefield, we will have to have good and great leaders at all levels ... who can think creatively under stress and develop new tactical solutions to totally unexpected, potentially disastrous, situations. (30:66)

Commenting on the importance of creativity to the U.S. Army, Forrest [1984] wrote that:

Decentralization demands and develops outstanding leadership at every level of command, and requires all leaders to strive to think and act independently and successfully. Innovative leadership with initiative is part of the American tradition. The Army has consistently beaten opposing armies that have been drilled into dogmatism. (26:30)

Technical Competence. Looking toward the future, the U.S. Army Strategic Studies Institute [1978] considered the relationship between leadership and the growing quantity and complexity of the technology involved. The study determined that success would depend on "... technical expertise, qualification in multiple skill areas and cognitive ability to analyze, sort and select alternative courses of action from wide varieties of digital output." (3:12)

Acknowledging the importance of technical expertise, the West Point historical analysis found that "... technical skills themselves are not as important for a combat leader as is an appreciation of the capabilities of all the technological devices at his command." (6:10)

Leader as teacher. When he was Chief of Staff of the Army, General Edward C. Meyer strongly encouraged the concept of leader

as teacher. His desire was "Everybody ... reaching out and teaching someone. With that as the basic philosophy, we have the opportunity to have the kind of climate in which we can develop the leaders we need." (32:50)

Agreeing with General Meyer, Forrest [1984] wrote that "The leader who wants to create an excellent command must create excellent subordinate leaders." (26:33) Experience at the National Training Center supported this contention. It was found that "... the effective leader has developed the skills of his subordinate leaders so that he trusts them and can delegate tasks to them." (4:1)

In another vein, Field Manual 22-100, Military Leadership, has reinforced the importance of teaching values and ethics. Speaking to leaders, the manual directs "Your leadership should cause people to learn military values and ethics. (13:51) Baek [1984] suggested that if subordinates had a different set of values and ethics than their superiors, the subordinates would not be as helpful as they might be otherwise. (1:18)

Harris [1984] gave this idea historical perspective. He related how Charlemagne controlled his vast empire through his ministers. To ensure that the ministers performed properly, Charlemagne trained them personally over a period of years. The main purpose of the training was to impart Charlemagne's own values to the ministers. In this way he was certain that they would do as he desired. (18:48) Harris went on to state:

...it is the leaders' ability to shape the beliefs and values of their subordinates and the culture (values and norms) of the unit that contributes significantly to the success

of a unit. The study of superior units throughout military history shows the importance of the leader's role as the teacher and shaper of beliefs and values. (28:52)

Summary

Literature on the subject of leadership is extensive. Published and unpublished observations, personal opinions and historical examples can be found on any number of subtopics. The review contained herein has focused on leadership skills and traits in order to support the study of the research problems.

CHAPTER III

PROCEDURES FOR COLLECTING AND ANALYZING THE DATA

NATURE AND SOURCES OF DATA

Nature of the Data

The data of this research are of two kinds: primary and secondary data. The nature of each of these two types of data will be given briefly below.

The primary data. The first type of primary data are the ratings of the importance of leadership skills and traits in combat and in non-combat situations. Ratings of the level of proficiency of current armor battalion commanders is the other type of primary data.

The secondary data. This type of data consists of a listing of leadership skills and traits that are important to the success of armor battalion commanders in combat and/or in non-combat situations.

Sources of the Data

Primary data were collected from the following sources:

Ratings of the importance of leadership skills and traits to success in combat situations. These data were collected from individuals who commanded armor, infantry, mechanized infantry battalions or armored cavalry squadrons in Vietnam. The experience and first hand knowledge of these individuals made them uniquely qualified to judge the importance of leadership attributes in combat situations.

Ratings of the importance of leadership skills and traits to success in non-combat situations. A stratified random selection process was used to select half of the current brigade commanders to provide these data. The individuals in this group were judged to have extensive leadership experience at battalion level and were in a position to observe armor battalion commanders. They were able, therefore, to make valid judgements concerning the importance of leadership skills and traits to success in a non-combat environment.

Ratings of the proficiency and development of current armor battalion commanders. The remaining half of the brigade commanders were asked to provide these data. Because of their position as the superiors to armor battalion commanders, they were evaluating these commanders in the normal course of their duties.

Secondary data were obtained through a literature search of research and other published works in the area of military leadership. Because of the considerable amount of thought and

effort that goes into research and published works, using these sources was more effective and efficient than the use of an open-ended survey or the conduct of numerous interviews.

The Criteria for the Admissibility of the Data

One limitation was placed on the admissibility of the data. Ratings of the proficiency and development of armor battalion commanders were required to come from brigade commanders who had been in command for at least ninety days and who had evaluated the ratee during the previous ninety days.

PROCEDURES

Construction of the Instruments

General concept. Three instruments were involved in the study. They are displayed in Appendices A through C. The questionnaires were designed to provide: 1) ratings of the importance of leadership skills and traits in combat situations; 2) ratings of the importance of leadership skills and traits in non-combat situations and; 3) ratings of the proficiency and development of current armor battalion commanders in the leadership skills and traits. Each instrument contains the same list of leadership attributes and the same numerical rating scale. This commonality was incorporated to facilitate comparisons of the

data using several statistical analyses.

List of important leadership skills and traits. Through a review of the related literature, thirty-three skills and traits were identified for analysis via this study. The criteria used for developing the list, given in order of priority, were:

1) publication in official documents or doctrine; 2) frequency of comments in the related literature and; 3) strength of an author's argument as to the importance of a given attribute.

Definitions of the leadership skills and traits as stated on the instruments were also obtained from the related literature. Official definitions were used when available. When necessary, generally accepted definitions were drawn from the literature. The sequence of the skills and traits as presented in the instruments is random. It was obtained through use of a random number table in order to prevent any bias.

Rating scale. A scale of from one (1) to seven (7) was selected to encourage a spread of scores while limiting the range to a manageable level. Verbal descriptions associated with the numerical scores were chosen in order to provide a wide range of useful values, to give raters considerable flexibility and to establish a continuity of expression from the low to high ratings.

Pilot survey. Each of the instruments was given to a select group of career army officers for comment. The instruments were subsequently revised.

Approval. When completed, the instruments were forwarded to the United States Army Soldier Support Center to obtain approval for release to the participants (Appendix I contains the letter of request). Each questionnaire was examined for validity and

technical correctness. Based on this examination, minor revisions were made to each survey and approval was granted.

Selection of the Samples

Raters of the relative importance of leadership skills and traits to success in combat situations. The National Capital Region of the United States Army Soldier Support Center in Alexandria, Virginia was contacted for assistance in identifying this survey group. The office provided the names and addresses of those active duty General Officers who had experience as combat battalion/squadron commanders in Vietnam. The appropriate questionnaire was sent to all of the officers so identified.

Raters of the relative importance of leadership skills and traits to success in non-combat situations and raters of the level of proficiency and development of current armor battalion commanders. These two survey groups were obtained from the population of active army brigade commanders. A listing of these positions is presented in Appendix D. Half of the brigade commanders in the population were assigned to each survey group as explained below.

The population of active army brigade commanders was differentiated by the type and by the location of subordinate armor battalions. Types of organizations were: tank battalions, regimental armored cavalry squadrons and divisional armored cavalry squadrons. The locations chosen to differentiate the population were: the continental United States and overseas.

A matrix was created with location on the horizontal axis and type unit commanded on the vertical axis. Brigade commands were then placed in their appropriate block and assigned a number. This matrix is presented in Appendix E. A random number table was then used to divide the population into two equal samples.

The process of dividing the population began by entering the table and generating numbers. When the number associated with a brigade command came up, that command was selected for the first sample. After half of the commands in a block were identified in this manner, the remainder of the numbers in that block were disregarded. Commands associated with the remaining numbers were placed in the second sample. After identification of the two groups was completed, a coin flip was used to assign a group to each survey. The results of this process are shown in Appendix F.

Administration of the Instruments

Surveys were mailed to each of the appropriate officers on 23 February 1987 along with the letter of transmittal shown in Appendix G. A return, self-addressed envelope was included with the questionnaire. Five weeks were to be allowed for return of the surveys.

At the end of five weeks time, it was planned that the follow-up letter presented in Appendix H would be sent to those individuals from whom a response was not received. A copy of the original letter, the appropriate survey and a self-addressed return envelope was to accompany the follow-up letter. Five

additional weeks were to be allowed for the receipt of additional surveys based on the second mailing.

After the initial five weeks, however, the response was so substantial that it was decided not to conduct a follow-up mailing. Three additional weeks were allowed and at the end of that time the number of responses was deemed sufficient to begin analyzing the data.

Response Rate

Eight weeks after sending the questionnaires fifty-nine (59) of the seventy-nine (79) surveys were returned for an overall response of seventy-five percent (75%). Of the responses, two (2) were unusable, yielding an effective return rate of seventy-two percent (72%). The rate of return was almost equal among the three survey groups.

As noted, almost all of the data which were returned were valid. Of the two questionnaires which could not be used, one was completed by the wrong person. The other was invalid because the brigade commander had not been in command long enough to rate the proficiency and development of a subordinate armor battalion commander in accordance with the admissibility criteria outlined above.

Analysis of the Results of the Surveys

Summarization of the results of the surveys. In order to

perform statistical tests comparing the data obtained from the three surveys, summary statistics were calculated. These statistics consisted of the mean and standard deviation for the ratings of each skill and trait for each survey. In addition, a grand mean and standard deviation were calculated based on the mean ratings of all the skills and traits from each survey.

The following notations were used in the formulas for calculating the summary statistics:

Q = number of leadership skills and traits evaluated

i = i th leadership skill or trait

j = j th survey

n_j = number of responses received from survey j

$x_{i,j}$ = raw rating of skill i from survey j

$\bar{X}_{i,j}$ = mean of the raw ratings of the i th skill or trait on survey j

$s_{i,j}$ = standard deviation of the raw ratings $x_{i,j}$ about $\bar{X}_{i,j}$

$\bar{\bar{X}}_j$ = mean of all $\bar{X}_{i,j}$ in survey j

$s_{\bar{\bar{X}}_j}$ = standard deviation of $\bar{X}_{i,j}$ about $\bar{\bar{X}}_j$

$Z_{i,j}$ = standard normal deviate, the deviation from the mean, $\bar{\bar{X}}_j$, of any given value, $\bar{X}_{i,j}$, measured in units of the standard deviation, $s_{\bar{\bar{X}}_j}$.

$R_{i,j}$ = rank of the mean of the ratings for skill/trait i in survey j among the other mean ratings in survey j

Survey C = Survey of the Ratings of the Relative

Importance of Leadership Skills and Traits to the Success of an Armor Battalion Commander in a Combat Situation

Survey N = Survey of the Ratings of the Relative
Importance of Leadership Skills and Traits to
the Success of an Armor Battalion Commander
in a Non-combat Situation

Survey L = Survey of the Ratings of the Proficiency and
Development of Current Armor Battalion
Commanders in Leadership Skills and Traits

Listed below are the equations which were used to calculate
the summary statistics:

$$\bar{X}_{1j} = \frac{\sum_{j=1}^{n_j} x_{1j}}{n_j}$$

$$s_{1j} = \sqrt{\frac{\sum (x_{1j} - \bar{X}_{1j})^2}{n-1}}$$

$$\bar{\bar{X}}_j = \frac{\sum_{i=1}^Q \bar{X}_{1j}}{Q}$$

$$s_{\bar{X}_j} = \sqrt{\frac{\sum (\bar{X}_{1j} - \bar{\bar{X}}_j)^2}{Q-1}}$$

$$Z_{1j} = \frac{\bar{X}_{1j} - \bar{\bar{X}}_j}{s_{\bar{X}_j}}$$

Analysis of the summary statistics. The statistics developed
as outlined above were analyzed with respect to both the primary
and the secondary purposes of the study.

The Primary Purpose

The primary purpose of the study was to compare the relative importance of the individual skills and traits an armor battalion commander must possess in combat and in non-combat situations in order to be successful. A comparison of the statistics generated from Survey C and Survey N fulfilled this purpose. First, the average scores for each skill and trait from both surveys were compared to determine if the average scores were significantly different. Following that, the rankings of the average scores of the skills and traits for each survey were compared to see if there was a relationship between the rankings.

Comparison of the mean scores of each skill and trait. Since the assumption was made that the distribution of ratings about their mean follows the normal distribution, a "t test" was utilized to compare these statistics. For each comparison, the hypothesis was that the two means were equal at a 90% confidence level. The procedure utilized for each comparison was as follows:

Step 1: Formulating two opposing hypotheses

$$H_0: \bar{X}_{1C} - \bar{X}_{1N} = 0; \quad \bar{X}_{1C} = \bar{X}_{1N}$$

$$H_a: \bar{X}_{1C} - \bar{X}_{1N} \neq 0; \quad \bar{X}_{1C} \neq \bar{X}_{1N}$$

Step 2: Selection of the test statistic

$$t = \frac{\bar{X}_{1C} - \bar{X}_{1N}}{\sqrt{\frac{(n_C-1)S_{1C}^2 + (n_N-1)S_{1N}^2}{n_C + n_N - 2}} \sqrt{\frac{n_C + n_N}{n_C n_N}}}$$

Step 3: Deriving a decision rule. The appropriate value (designated t_{table}) corresponding to a confidence level of 90% and degrees of freedom equal to $n_C + n_N - 2$ was selected from the table of t values. The decision rule was: "Accept H_0 if $-t_{table} \leq t \leq +t_{table}$."

Step 4. Computing the test statistic and confronting it with the decision rule. A test statistic (t) was computed for each skill and trait. This test statistic was then compared to the decision rule. Based on this comparison three outcomes were possible: 1) The importance of the skill or trait is equal in combat and in non-combat situations; 2) The skill or trait is more important in combat situations or; 3) The skill or trait is more important in non-combat situations.

Determination of the degree of association between the rankings of the importance of leadership skills and traits in combat and in non-combat situations. Spearman's Rank-Correlation Test was utilized to measure the degree of association between the rankings of the importance of leadership skills and traits in combat and in non-combat situations. The Spearman rank-correlation coefficient (symbolized by ρ_{CN}) was calculated based on the ranks of the skills and traits within Survey C and within

Survey N. A 90% Confidence Level was utilized in determining whether or not a rank correlation exists.

The following equations were required in order to complete the test:

$$\begin{aligned} d_i &= \text{the difference between the rankings of skill } i \\ &= R_{iC} - R_{iN} \end{aligned}$$

$$\rho_{CN} = 1 - \frac{6 \sum d_i^2}{Q(Q^2 - 1)}$$

$$\sigma_{\rho_{CN}} = \sqrt{\frac{1}{Q - 1}}$$

$$z_{\rho_{CN}} = \frac{\rho_{CN}}{\sigma_{\rho_{CN}}}$$

The following procedure was utilized to decide whether or not a significant rank correlation exists:

Step 1: Formulating two opposing hypotheses.

H_0 : The combat and non-combat rankings are not correlated.

H_a : The combat and non-combat rankings are correlated.

Step 2: Selecting a test statistic. The normal deviate for Spearman's rank correlation coefficient ($z_{\rho_{CN}}$) was used.

Step 3: Deriving a decision rule. The appropriate critical normal deviate value of z for a confidence level of 90% is 1.64. Therefore, the decision rule was: "Accept H_0 if $-1.64 \leq z_{CN} \leq +1.64$."

Step 4: Computing the test statistic and confronting it with the decision rule. First, Spearman's rank correlation coefficient was calculated with the help of the equations listed above. Following that, σ_{CN} and z_{CN} were calculated. Confronting the calculated value of z_{CN} with the decision rule could yield one of three possible results: 1) Combat and non-combat rankings are not correlated; 2) There exists a significant degree of positive rank correlation between combat and non-combat rankings or; 3) there exists a significant degree of negative rank correlation between combat and non-combat rankings.

The Secondary Purpose

The secondary purpose of the study was to analyze the relationship between the importance of the leadership skills and traits and the level of proficiency and development of current armor battalion commanders in the same leadership dimensions. This purpose was accomplished by comparing the statistics obtained from the data received through Survey L to the statistics obtained through Survey C and then to those obtained through Survey N. Both comparisons were accomplished in an identical manner. The procedure used is outlined below.

Determination of the relationship between the ratings of the proficiency and development of current armor battalion commanders in leadership skills and traits and the ratings of the importance of the skills and traits in combat and in non-combat situations.

To determine the relationship between these ratings, the standard scores calculated for each skill and trait were compared between Survey L and Survey C, then between Survey L and Survey N.

The procedure outlined below was used to determine whether or not an important relationship exists between the relative ratings of the proficiency of current armor battalion commanders and the relative ratings of the importance of each skill and trait to success in combat and in non-combat situations. The process was followed in the same manner for each skill and trait in comparing the results of Survey L to the results of Survey C and then in comparing the results from Survey L to those from Survey N.

Step 1: Formulating two opposing hypotheses.

H_0 : There is no important difference between the relative ratings.

H_a : There is an important difference between the relative ratings.

Step 2: Selecting a test statistic.

Dif $Z_{iLCEN3} = Z_{iL} - Z_{iCEN3}$ *

* The notation [N] indicates that the variable was used in two forms. In testing between Survey L and Survey C it was Dif Z_{iLC} . When using the data from Survey N it was Dif Z_{iLN} . This notation was utilized when appropriate to indicate that a variable had different values depending on the source of the data.

Step 3: Deriving a decision rule. It was determined subjectively that a separation of 2 standard scores would indicate an important difference between the relative ratings for each skill and trait between Survey L and Survey C[N]. Therefore the decision rule was: "Accept H_0 if $-2 \leq \text{Dif } Z_{\text{ILCEN}} \leq +2$."

Step 4. Computing the test statistic and confronting it with the decision rule. Each statistic $\text{Dif } Z_{\text{ILCEN}}$ was computed and compared to the decision rule. Three outcomes were possible:

- 1) There is no important difference between the relative rating of the proficiency or development of current armor battalion commanders in skill or trait i and the relative rating of the importance of skill or trait i in combat [non-combat] situations;
- 2) The relative level of the proficiency or development of current armor battalion commanders in skill or trait i is less than the relative importance of skill or trait i in combat [non-combat] situations or;
- 3) The relative level of the proficiency or development of current armor battalion commanders in skill or trait i is higher than the relative importance of skill or trait i in combat [non-combat] situations.

Determination of the degree of association between the rankings of the ratings of the proficiency and development of current armor battalion commanders and the rankings of the importance of leadership skills and traits in combat and in non-combat situations. Spearman's Rank-Correlation Test was utilized to measure the degree of association between these rankings.

The Spearman rank-correlation coefficient (symbolized by ρ_{LCENJ}) was calculated based on the ranks of the ratings of proficiency and development of commanders as calculated from the results of Survey L and the ranks of the importance of skills and traits within Survey C and then within Survey N. A 90% Confidence Level was utilized in determining whether or not a rank correlation exists. The following equations were required in order to complete the test:

$$d_i = \text{the difference between the rankings of skill } i \\ = R_{iL} - R_{iCENJ}$$

$$\rho_{LCENJ} = 1 - \frac{6 \sum d_i^2}{Q(Q^2 - 1)}$$

$$\sigma_{LCENJ} = \sqrt{\frac{1}{Q - 1}}$$

$$z_{LCENJ} = \frac{\rho_{LCENJ}}{\sigma_{LCENJ}}$$

The following procedure was utilized to decide whether or not a significant rank correlation exists:

Step 1: Formulating two opposing hypotheses.

H_0 : The ranking of proficiency/development ratings and the ranking of importance to combat [non-combat] success ratings are not correlated.

H_a : The proficiency/development and combat [non-combat] rankings are correlated.

Step 2: Selecting a test statistic. The normal deviate for Spearman's rank correlation coefficient ($z_{\rho_{LCENJ}}$) was used.

Step 3: Deriving a decision rule. The appropriate critical normal deviate value of z for a confidence level of 90% is 1.64. Therefore, the decision rule was: "Accept H_0 if $-1.64 \leq z_{\rho_{LCENJ}} \leq +1.64$."

Step 4: Computing the test statistic and confronting it with the decision rule. First, Spearman's rank correlation coefficient was calculated with the help of the equations above. Following that, ρ_{LCENJ} and $z_{\rho_{LCENJ}}$ were calculated. Confronting the calculated value of $z_{\rho_{LCENJ}}$ with the decision rule could yield one of three results: 1) Proficiency/development and importance in combat [non-combat] rankings are not correlated; 2) There exists a significant degree of positive rank correlation between proficiency/development and importance in combat [non-combat] rankings or; 3) There exists a significant degree of negative rank correlation between proficiency/development and importance in combat [non-combat] rankings.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

When the responses to the questionnaires were received, the raw data were placed in three matrices, one for each survey. These matrices, and all the raw data, are shown in Appendices J through L. Using these data, the procedures outlined in Chapter III were followed to complete the study.

In displaying the results of the analyses, it was decided to list the leadership skills and traits within the following categories: Communication Skills, Personal (Personality) Traits, Personal (Physical) Traits, Motivational/Interpersonal Skills, Administrative Skills, Decision-Making Skills and Areas of Technical Competence. The skills and traits analyzed in the study were grouped as shown below:

Communication Skills

- Oral Communications
- Oral Presentation
- Written Communications

Decision-Making Skills

- Decisiveness
- Judgement
- Problem Analysis

Personal (Physical) Traits

- Bearing
- Endurance
- Physical Courage
- Physical Fitness

Areas of Technical Competence

- Administrative
- Tactical Proficiency
- Terrain Sense
- Training Manager

Personal (Personality) Traits

Adaptability
 Audacity
 Candor/Integrity
 Character (Army Ethic)

Creativity
 Foresight
 Initiative
 Moral Courage

Responsibility
 Self-Confidence
 Tenacity

Motivational/Interpersonal

Enthusiasm
 Sensitivity
 Teacher (Counselor)

Administrative Skills

Administrative Control
 Coordinating
 Delegation
 Organizing
 Planning

Summary Statistics

In order to begin the statistical analyses, summary statistics were calculated from the data received from each questionnaire. First, the mean and the standard deviation of the ratings for each skill and trait were determined. From these, a standard, or Z-Score, was calculated based on the mean of all the ratings from each questionnaire. Finally, a rank order was determined with a rank of 1 assigned to the most important skill or trait and a rank of 33 assigned to the least important. The summary statistics appear in Table I(A-C).

The rank order of the skill and trait ratings were based on the magnitude of the means. In cases where the means were equal, a higher rank was assigned to the skill or trait with the lower standard deviation. When the mean and standard deviations were equal, the same rank was assigned to both traits and the next rank was not used.

TABLE I(A)

MEANS, SAMPLE STANDARD DEVIATIONS, STANDARD SCORES, AND RANKINGS
OF THE SURVEY DATA FOR THE IMPORTANCE OF LEADERSHIP SKILLS
AND TRAITS TO SUCCESS IN A COMBAT SITUATION

Skill/Trait	Mean	Std Dev	Z-Score	Rank
	\bar{X}_{ic}	S_{ic}	Z_{ic}	R_{ic}
Oral Communications	5.84	1.12	-0.48185	26
Oral Presentation	5.88	1.03228	-0.40352	24
Written Communications	4.76	1.24193	-2.59680	33
Adaptability	6.60	.63246	1.00644	7
Audacity	6.00	.89443	-0.16853	20
Candor/Integrity	6.76	.51225	1.31977	2
Character (Army Ethic)	6.32	1.08517	.45812	12
Creativity	6.04	.72000	-0.09019	18
Foresight	6.04	.77356	-0.09019	19
Initiative	6.28	.77563	.37979	13
Moral Courage	6.72	.53066	1.24144	3
Responsibility	6.40	.69282	.61478	11
Self-Confidence	6.64	.48000	1.08477	4
Tenacity	6.48	.69971	.77145	9
Bearing	5.48	1.02450	-1.18684	30
Endurance	6.24	.58515	.30146	15
Physical Courage	6.60	.56569	1.00644	6
Physical Fitness	6.28	.77563	.37979	13
Enthusiasm	6.24	.58515	.30146	15
Sensitivity	5.92	.68819	-0.32519	22
Teacher (Counselor)	6.08	.79598	-0.01186	17
Administrative Control	4.96	.82365	-2.20515	31
Coordinating	5.88	.71106	-0.40352	23
Delegation	6.00	.89443	-0.16853	20
Organizing	5.72	.82559	-0.71685	29
Planning	5.84	.78384	-0.48185	25
Decisiveness	6.64	.62482	1.08477	5
Judgement	6.48	.69971	.77145	9
Problem Analysis	5.80	.80000	-0.56018	27
Admin Competency	4.92	.97652	-2.28348	32
Tactical Proficiency	6.80	.40000	1.39810	1
Terrain Sense	6.48	.64000	.77145	8
Training Manager	5.72	.66459	-0.71685	28

$$\bar{X}_c = 6.086$$

$$s_{\bar{X}_c} = .51065$$

TABLE I(B)

MEANS, SAMPLE STANDARD DEVIATIONS, STANDARD SCORES, AND RANKINGS
OF THE SURVEY DATA FOR THE IMPORTANCE OF LEADERSHIP SKILLS
AND TRAITS TO SUCCESS IN A NON-COMBAT SITUATION

Skill/Trait	Mean	Std Dev	Z-Score	Rank
	\bar{X}_{1N}	S_{1N}	Z_{1N}	R_{1N}
Oral Communications	5.82	.92261	-0.38420	22
Oral Presentation	6.00	.76696	.07406	15
Written Communications	5.35	1.23389	-1.60624	30
Adaptability	6.47	.69601	1.29610	3
Audacity	5.29	1.07182	-1.75899	32
Candor/Integrity	6.59	.69102	1.60161	2
Character (Army Ethic)	6.47	.97725	1.29610	5
Creativity	5.59	1.03235	-0.99522	29
Foresight	5.82	.98431	-0.38420	23
Initiative	6.29	.66551	.83784	8
Moral Courage	6.47	.69601	1.29610	3
Responsibility	6.35	.76244	.99059	7
Self-Confidence	6.59	.49215	1.60161	1
Tenacity	6.41	.91129	1.14335	6
Bearing	5.65	1.02562	-0.84246	27
Endurance	5.88	1.07825	-0.23144	19
Physical Courage	6.00	1.53393	.07406	18
Physical Fitness	6.00	1.02899	.07406	17
Enthusiasm	6.06	.93749	.22682	14
Sensitivity	5.65	.96657	-0.84246	26
Teacher (Counselor)	6.24	.72998	.68508	10
Administrative Control	5.29	1.01545	-1.75899	31
Coordinating	5.82	1.42397	-0.38420	24
Delegation	6.00	.97014	.07406	16
Organizing	5.82	.78480	-0.38420	21
Planning	5.82	.70588	-0.38420	20
Decisiveness	6.29	.74870	.83784	9
Judgement	6.18	.70588	.53233	11
Problem Analysis	5.76	.87645	-0.53695	25
Admin Competency	5.12	1.13149	-2.21725	33
Tactical Proficiency	6.18	.92261	.53233	12
Terrain Sense	5.65	1.23389	-0.84246	28
Training Manager	6.12	.96298	.37957	13

$$\bar{X}_N = 5.971$$

$$S_{\bar{X}_N} = .38508$$

TABLE I(C)

MEANS, SAMPLE STANDARD DEVIATIONS, STANDARD SCORES, AND RANKINGS
OF THE SURVEY DATA FOR THE PROFICIENCY AND DEVELOPMENT
OF CURRENT ARMOR BATTALION COMMANDERS IN
SELECTED LEADERSHIP SKILLS AND TRAITS

Skill/Trait	Mean	Std Dev	Z-Score	Rank
	\bar{X}_{iL}	S_{iL}	Z_{iL}	R_{iL}
Oral Communications	5.60	1.30639	-0.88249	25
Oral Presentation	5.60	1.30639	-0.88249	25
Written Communications	5.33	1.61933	-1.58303	32
Adaptability	5.73	1.33998	-0.53222	23
Audacity	5.60	1.40475	-0.88249	27
Candor/Integrity	6.33	.86923	1.04399	4
Character (Army Ethic)	6.80	.40000	2.26993	1
Creativity	6.13	1.14698	1.51858	13
Foresight	6.00	1.03280	.16831	19
Initiative	6.20	.74833	.69372	9
Moral Courage	6.40	.87939	1.21912	2
Responsibility	6.33	.78881	1.04399	3
Self-Confidence	6.13	.95685	.51858	11
Tenacity	6.13	1.02415	.51858	12
Bearing	6.07	1.06249	.34345	16
Endurance	6.33	1.01105	1.04399	5
Physical Courage	6.29	.79539	.91889	7
Physical Fitness	6.27	.99778	.86885	8
Enthusiasm	6.33	1.07497	1.04399	6
Sensitivity	5.33	1.19257	-1.58303	31
Teacher (Counselor)	5.40	1.14310	-1.40790	30
Administrative Control	5.73	1.28927	-0.53222	22
Coordinating	5.93	.92856	-0.00682	20
Delegation	5.07	1.28927	-2.28358	33
Organizing	5.73	1.18134	-0.53222	21
Planning	6.00	.96609	.16831	17
Decisiveness	6.20	.90921	.69372	10
Judgement	6.07	.92856	.34345	15
Problem Analysis	5.07	.85375	.34345	14
Admin Competency	5.67	1.07497	-0.70736	24
Tactical Proficiency	5.60	1.58325	-0.88249	28
Terrain Sense	5.47	1.20370	-1.23276	29
Training Manager	6.00	.96609	.16831	17

$$\bar{X}_L = 6.040$$

$$s_{\bar{X}_L} = .39864$$

Analysis of the Ratings of the Importance of Leadership Skills and Traits to Success in a Combat and in a Non-combat Situation

Comparison of the importance of individual leadership skills and traits. A "t-test" was used to determine whether or not the skills and traits had the same or different importance to success in a combat and/or non-combat situation. First, a t value was computed for each skill and trait based on the summary statistics. Based on the number of responses and a 90% level of confidence, the test statistic was determined from the table of t values. The value from the table was 1.697. Therefore, a computed t value greater than 1.697 indicated that there is a significant difference between the importance of the skill or trait to success in a combat situation and the importance of the skill or trait to success in a non-combat situation. Results of the computations are presented in Table II.

The analysis indicated that four of the traits are more important to success in a combat situation than they are to success in a non-combat situation. They are Audacity, Physical Courage, Tactical Proficiency and Terrain Sense. None of the skills or traits were determined to be significantly more important to success in a non-combat situation than they are to success in a combat situation.

While not statistically significant, the traits of Creativity and Decisiveness had relatively high computed t values, indicating that they might be more important in combat than in non-combat situations. In addition, the skills of Written Communications and Training Manager had the lowest t values. These two, therefore,

TABLE II

COMPARISON OF THE RATINGS OF THE IMPORTANCE OF
LEADERSHIP SKILLS AND TRAITS IN COMBAT
AND IN NON-COMBAT SITUATIONS

n _C = 25 n _N = 17		t _{table} = 1.70		
Skill/Trait	X _{1C}	X _{1N}	t _{CN}	Outcome
Oral Communications	5.84	5.82	.05	No Difference
Oral Presentation	5.88	6.00	-0.41	No Difference
Written Communications	4.76	5.35	-1.52	No Difference
Adaptability	6.60	6.47	.63	No Difference
Audacity	6.00	5.29	2.32	Combat More Importance
Candor/Integrity	6.76	6.59	.93	No Difference
Character (Army Ethic)	6.32	6.47	-0.46	No Difference
Creativity	6.04	5.59	1.67	No Difference
Foresight	6.04	5.82	.80	No Difference
Initiative	6.28	6.29	-0.06	No Difference
Moral Courage	6.72	6.47	1.32	No Difference
Responsibility	6.40	6.35	.21	No Difference
Self-Confidence	6.64	6.59	.34	No Difference
Tenacity	6.48	6.41	.27	No Difference
Bearing	5.48	5.65	-0.52	No Difference
Endurance	6.24	5.88	1.39	No Difference
Physical Courage	6.60	6.00	1.79	Combat More Importance
Physical Fitness	6.28	6.00	1.01	No Difference
Enthusiasm	6.24	6.06	.77	No Difference
Sensitivity	5.92	5.65	1.07	No Difference
Teacher (Counselor)	6.08	6.24	-0.64	No Difference
Administrative Control	4.96	5.29	-1.17	No Difference
Coordinating	5.88	5.82	.17	No Difference
Delegation	6.00	6.00	0.00	No Difference
Organizing	5.72	5.82	-0.41	No Difference
Planning	5.84	5.82	.07	No Difference
Decisiveness	6.64	6.29	1.62	No Difference
Judgement	6.48	6.18	1.38	No Difference
Problem Analysis	5.80	5.76	.14	No Difference
Admin Competency	4.92	5.12	-0.60	No Difference
Tactical Proficiency	6.80	6.12	3.00	Combat More Importance
Terrain Sense	6.48	5.65	2.87	Combat More Importance
Training Manager	5.72	6.12	-1.59	No Difference

are skills which were closest to being judged more important to success in a non-combat situation than they are to success in a combat situation.

Comparison of the rankings of the importance of leadership skills and traits to success in combat and in non-combat situations. Spearman's Rank-Correlation Test was used to measure the degree of association between the rankings of the importance of leadership skills in combat and in non-combat situations. As shown in Table III, the Spearman rank-correlation coefficient (symbolized by r_{CN}) was calculated based on the ranks of the skills and traits as measured from the responses from Survey C and Survey N. The possible results were that the rankings are not correlated, that there is a significant positive correlation between the rankings or that there is a significant negative correlation between the rankings.

As indicated in Table III, the computed rank-correlation coefficient is 4.107. The procedures in Chapter III stated that the critical normal deviate for a 90% confidence level is 1.64 and that the decision rule was "Accept H_0 (The combat and non-combat rankings are not correlated) if $-1.64 \leq r_{CN} \leq +1.64$."

The result of the analysis was that there is a positive correlation between the rankings of the importance of the skills and traits to success in a combat situation and in a non-combat situation. In other words, the rankings of the importance of the skills and traits are similar for both situations. This is true even though it was shown above that several of the skills and traits were determined to be more important in a combat situation than in a non-combat situation.

TABLE III

CALCULATION OF $\sum d_i^2$ FOR THE RANKINGS OF THE IMPORTANCE OF SKILLS
AND TRAITS IN COMBAT AND IN NON-COMBAT SITUATIONS

Skill/Trait	Ranking of Importance in Combat R_{1C}	Ranking of Importance Non-Combat R_{1N}	Rank Difference $d_i = R_{1C} - R_{1N}$	d_i^2
Oral Communications	26	22	4	16
Oral Presentation	24	15	9	81
Written Communications	33	30	3	9
Adaptability	7	3	4	16
Audacity	20	32	-12	144
Candor/Integrity	2	2	0	0
Character (Army Ethic)	12	5	7	49
Creativity	18	29	-11	121
Foresight	19	23	-4	16
Initiative	13	8	5	25
Moral Courage	3	3	0	0
Responsibility	11	7	4	16
Self-Confidence	4	1	3	9
Tenacity	9	6	3	9
Bearing	30	27	3	9
Endurance	15	19	-4	16
Physical Courage	6	18	-12	144
Physical Fitness	13	17	-4	16
Enthusiasm	15	14	1	1
Sensitivity	22	26	-4	16
Teacher (Counselor)	17	10	7	49
Administrative Control	31	31	0	0
Coordinating	23	24	-1	1
Delegation	20	16	4	16
Organizing	29	21	8	64
Planning	25	20	5	25
Decisiveness	5	9	-4	16
Judgement	9	11	-2	4
Problem Analysis	27	25	2	4
Admin Competency	32	33	-1	1
Tactical Proficiency	1	12	-11	121
Terrain Sense	8	28	-20	400
Training Manager	28	13	15	225

$\sum d_i^2 = 1639$

$$r_{CN} = .726$$

$$\sigma_{p_{CN}} = .177$$

$$z_{p_{CN}} = 4.107$$

Analysis of the Ratings of Proficiency/Development and the Importance of the Leadership Skills and Traits

Comparison of the relative ratings of the proficiency and development of current armor battalion commanders and the relative importance of leadership skills and traits to success in a combat situation. To analyze the relationship between the relative ratings of the proficiency and development of current leaders and importance to success in combat, the standard scores for each skill and trait were computed and compared. The results of the analysis are shown in Table IV.

As stated in Chapter III, a difference of 2 standard deviations between the standard scores was determined to be important. Therefore, any skill or trait with $-2 \leq \text{Dif } Z_{L-C} \leq +2$ shows an important difference between the relative proficiency and development of current armor battalion commanders and the relative importance of the skill or trait to success in a combat situation.

Based on the results exhibited in Table IV, three skills/traits had an important difference. They were Delegation, Tactical Proficiency and Terrain Sense.

The proficiency of armor battalion commanders in delegating authority was shown to be well below the average level. Importance to success in combat, however, was very near the average of the skills and traits. This indicates an imbalance between relative proficiency and relative importance.

Both Tactical Proficiency and Terrain Sense were judged to be much more important than the average to success in combat. On the

TABLE IV

COMPARISON OF THE RELATIVE RATINGS OF THE PROFICIENCY AND DEVELOPMENT
OF CURRENT ARMOR BATTALION COMMANDERS TO THE RELATIVE IMPORTANCE
OF LEADERSHIP SKILLS AND TRAITS IN COMBAT SITUATIONS

Skill/Trait	Z _{AL}	Z _{IC}	Dif Z _{ALC}	Determined Difference in Relative Ratings
Oral Communications	-0.88	-0.48	-0.40	None
Oral Presentation	-0.88	-0.40	-0.48	None
Written Communications	-1.58	-2.60	1.01	None
Adaptability	-0.53	1.01	-1.54	None
Audacity	-0.88	-0.17	-0.71	None
Candor/Integrity	1.04	1.32	-0.28	None
Character (Army Ethic)	2.27	.46	1.81	None
Creativity	1.52	-0.09	1.61	None
Foresight	.17	-0.09	.26	None
Initiative	.69	.38	.31	None
Moral Courage	1.22	1.24	-0.02	None
Responsibility	1.04	.61	.43	None
Self-Confidence	.52	1.08	-0.57	None
Tenacity	.52	.77	-0.25	None
Bearing	.34	-1.19	1.53	None
Endurance	1.04	.30	.74	None
Physical Courage	.92	1.01	-0.09	None
Physical Fitness	.87	.38	.49	None
Enthusiasm	1.04	.30	.74	None
Sensitivity	-1.58	-0.33	-1.26	None
Teacher (Counselor)	-1.41	-0.01	-1.40	None
Administrative Control	-0.53	-2.21	1.67	None
Coordinating	-0.01	-0.40	.40	None
Delegation	-2.28	-0.17	-2.12	Importance Higher
Organizing	-0.53	-0.72	.18	None
Planning	.17	-0.48	.65	None
Decisiveness	.69	1.08	-0.39	None
Judgement	.34	.77	-0.43	None
Problem Analysis	.34	-0.56	.90	None
Admin Competency	-0.71	-2.28	1.58	None
Tactical Proficiency	-0.88	1.39	-2.28	Importance Higher
Terrain Sense	-1.23	.77	-2.00	Importance Higher
Training Manager	.17	-0.72	.89	None

other hand, the proficiency of both skills was judged to be well below the mean level of proficiency.

The analysis indicated that battalion commanders may not be as proficient in delegating authority, conducting tactical operations and judging terrain as they need to be in order to be successful in a combat situation.

Comparison of the relative ratings of the proficiency and development of current armor battalion commanders and the relative importance of leadership skills and traits to success in a non-combat situation. Using the same procedure as outlined above, the relationship between the relative ratings of the proficiency and development of current leaders and the importance of the leadership skills and traits to success in non-combat situations was analyzed. In doing the analysis, the standard scores for each skill and trait were computed and compared. The results of the analysis are shown in Table V.

As stated in Chapter III, a difference of 2 standard deviations between the standard scores was determined to be important. Therefore, any skill or trait with $-2 \leq \text{Dif } Z_{LN} \leq +2$ shows an important difference between the relative proficiency and development of current armor battalion commanders and the relative importance of the skill or trait to success in a non-combat situation.

Based on the results exhibited in Table V, three skills/traits had an important difference. They were Creativity, Teacher (Counselor) and Delegation.

As shown in Table V, the level of development of Creativity in current armor battalion commanders was rated well above the

TABLE V

COMPARISON OF THE RELATIVE RATINGS OF THE PROFICIENCY AND DEVELOPMENT
OF CURRENT ARMOR BATTALION COMMANDERS TO THE RELATIVE IMPORTANCE
OF LEADERSHIP SKILLS AND TRAITS IN NON-COMBAT SITUATIONS

Skill/Trait	Z _{1L}	Z _{1N}	Dif Z _{1LN}	Determined Difference in Relative Ratings
Oral Communications	-0.88	-0.38	-0.50	None
Oral Presentation	-0.88	-0.07	-0.95	None
Written Communications	-1.58	-1.61	.02	None
Adaptability	-0.53	1.29	-1.83	None
Audacity	-0.88	-1.76	.88	None
Candor/Integrity	1.04	1.60	-0.56	None
Character (Army Ethic)	2.27	1.30	-0.97	None
Creativity	1.52	-1.00	2.51	Development Higher
Foresight	.17	-0.38	.55	None
Initiative	.69	.84	-0.15	None
Moral Courage	1.22	1.30	-0.08	None
Responsibility	1.04	.99	.05	None
Self-Confidence	.52	1.60	-1.08	None
Tenacity	.52	1.14	-0.62	None
Bearing	.34	-0.84	1.19	None
Endurance	1.04	-0.23	1.28	None
Physical Courage	.92	.07	.84	None
Physical Fitness	.87	.07	.79	None
Enthusiasm	1.04	.23	.82	None
Sensitivity	-1.58	-0.84	-0.74	None
Teacher (Counselor)	-1.41	.69	-2.09	Importance Higher
Administrative Control	-0.53	-1.76	1.23	None
Coordinating	-0.01	-0.38	.38	None
Delegation	-2.28	.07	-2.35	Importance Higher
Organizing	-0.53	-0.38	-0.15	None
Planning	.17	-0.38	.55	None
Decisiveness	.69	.84	-0.14	None
Judgement	.34	.53	-0.19	None
Problem Analysis	.34	-0.54	.88	None
Admin Competency	-0.71	-2.21	1.51	None
Tactical Proficiency	-0.88	.53	-1.41	None
Terrain Sense	-1.23	-0.84	-0.39	None
Training Manager	.17	.38	-0.21	None

average ratings of development and proficiency. On the other hand, this trait was rated well below average with respect to its importance to success in a non-combat situation. This indicates an imbalance between relative development and relative importance.

Both Teacher (Counselor) and Delegation were judged to be more important than the average to success in a non-combat situation. The proficiency of armor battalion commanders in both skills, however, was judged to be well below the mean level of proficiency.

The analysis indicated that battalion commanders may not be as proficient in teaching, counseling and in delegating authority as they need to be in order to be successful in a non-combat situation. It should be noted that, for Delegation, the same imbalance was found to exist when considering success in a combat situation.

Comparison of the ranking of the levels of proficiency and development of armor battalion commanders and the ranking of the importance of leadership skills and traits to success in a combat situation. Spearman's Rank-Correlation Test was used to measure the degree of association between the rankings of the level of proficiency and development of armor battalion commanders and the importance of the leadership skills and traits to success in a combat situation. As shown in Table VI, the Spearman rank-correlation coefficient (symbolized by $Z_{\rho_{CN}}$) was calculated based on the ranks of the skills and traits as measured from the responses from Survey L and Survey C. The possible results were that the rankings are not correlated, that there is a significant positive correlation between the rankings or that there is a

TABLE VI

CALCULATION OF $\sum d_i^2$ FOR THE RANKINGS OF THE PROFICIENCY AND DEVELOPMENT OF CURRENT ARMOR BATTALION COMMANDERS AND THE IMPORTANCE OF SKILLS AND TRAITS IN COMBAT SITUATIONS

Skill/Trait	Combat R_{1C}	Proficiency/ Development R_{1L}	Rank Difference $d_i = R_{1C} - R_{1L}$	d_i^2
Oral Communications	26	25	1	1
Oral Presentation	24	25	- 1	1
Written Communications	33	32	1	1
Adaptability	7	23	-16	256
Audacity	20	27	- 7	49
Candor/Integrity	2	4	- 2	4
Character (Army Ethic)	12	1	11	121
Creativity	18	13	5	25
Foresight	19	19	0	0
Initiative	13	9	4	16
Moral Courage	3	2	1	1
Responsibility	11	3	8	64
Self-Confidence	4	11	- 7	49
Tenacity	9	12	- 3	9
Bearing	30	16	14	196
Endurance	15	5	10	100
Physical Courage	6	7	- 1	1
Physical Fitness	13	8	5	25
Enthusiasm	15	6	9	81
Sensitivity	22	31	- 9	81
Teacher (Counselor)	17	30	-13	169
Administrative Control	31	22	9	81
Coordinating	23	20	3	9
Delegation	20	33	-13	169
Organizing	29	21	8	64
Planning	25	17	8	64
Decisiveness	5	10	- 5	25
Judgement	9	15	- 6	36
Problem Analysis	27	14	13	169
Admin Competency	32	24	8	64
Tactical Proficiency	1	28	-27	729
Terrain Sense	8	29	-21	441
Training Manager	28	17	11	121

$$\sum d_i^2 = 3222$$

$$r_{CL} = .462$$

$$\sigma_{r_{CL}} = .177$$

$$z_{r_{CL}} = 2.611$$

significant negative correlation between the rankings.

As indicated in Table VI, the computed rank-correlation coefficient is 2.611. The procedures in Chapter III stated that the critical normal deviate for a 90% confidence level is 1.64 and that the decision rule was "Accept H_0 (The level of proficiency/development and the importance to success in combat rankings are not correlated) if $-1.64 \leq z\rho_{CN} \leq +1.64$."

The result of the analysis was that there is a positive correlation between the ranking of the level of proficiency and development of commanders and the ranking of the importance of the skills and traits to success in a combat situation. In other words, the rankings of the skills and traits are similar for both sets of data. This is true even though it was shown above that there are important differences between the relative level of proficiency/development and the relative importance of three of the skills and traits to success in a combat situation.

Comparison of the ranking of levels of proficiency and development of armor battalion commanders and the ranking of the importance of leadership skills and traits to success in a non-combat situation. In the same manner as noted above, Spearman's Rank-Correlation Test was used to measure the degree of association between the rankings of the level of proficiency and development of armor battalion commanders and the importance of the leadership skills and traits to success in a non-combat situation. As shown in Table VII, the Spearman rank-correlation coefficient (symbolized by $z\rho_{CN}$) was again calculated based on the ranks of the skills and traits as measured from the responses from Survey L and Survey N. The possible results were that the

TABLE VII

CALCULATION OF $\sum d_i^2$ FOR THE RANKINGS OF THE PROFICIENCY AND DEVELOPMENT OF CURRENT ARMOR BATTALION COMMANDERS AND THE IMPORTANCE OF SKILLS AND TRAITS IN NON-COMBAT SITUATIONS

Skill/Trait	Non-Combat R_{iN}	Proficiency/ Development R_{iL}	Rank Difference $d_i = R_{iN} - R_{iL}$	d_i^2
Oral Communications	22	25	- 3	9
Oral Presentation	15	25	-10	100
Written Communications	30	32	- 2	4
Adaptability	3	23	-20	400
Audacity	32	27	5	25
Candor/Integrity	2	4	- 2	4
Character (Army Ethic)	5	1	4	16
Creativity	29	13	16	256
Foresight	23	19	4	16
Initiative	8	9	- 1	1
Moral Courage	3	2	1	1
Responsibility	7	3	4	16
Self-Confidence	1	11	-10	100
Tenacity	6	12	- 6	36
Bearing	27	16	11	121
Endurance	19	5	14	196
Physical Courage	18	7	11	121
Physical Fitness	17	8	9	81
Enthusiasm	14	6	8	64
Sensitivity	26	31	- 5	25
Teacher (Counselor)	10	30	-20	400
Administrative Control	31	22	9	81
Coordinating	24	20	4	16
Delegation	16	33	-17	289
Organizing	21	21	0	0
Planning	20	17	3	9
Decisiveness	9	10	- 1	1
Judgement	11	15	- 4	16
Problem Analysis	25	14	11	121
Admin Competency	33	24	9	81
Tactical Proficiency	12	28	-16	256
Terrain Sense	28	29	- 1	1
Training Manager	13	17	- 4	16

$$\sum d_i^2 = 2879$$

$$\rho_{NL} = .519$$

$$\sigma_{\rho_{NL}} = .177$$

$$z_{\rho_{NL}} = 2.935$$

rankings are not correlated, that there is a significant positive correlation or a significant negative correlation between the rankings.

As indicated in Table VII, the computed rank-correlation coefficient is 2.935. The procedures in Chapter III stated that the critical normal deviate for a 90% confidence level is 1.64 and that the decision rule was "Accept H_0 (The level of proficiency/development and the importance to success in non-combat rankings are not correlated) if $-1.64 \leq z_{\rho_{CN}} \leq +1.64$."

The result of the analysis was that there is a positive correlation between the ranking of the level of proficiency and development of commanders and the ranking of the importance of the skills and traits to success in a non-combat situation. In other words, the rankings of the skills and traits are similar for both sets of data.

CHAPTER V

SUMMARY

Problem and Procedures

Statement of the problem. The primary purpose of this study was to compare the relative importance of the leadership skills and traits an armor battalion commander must possess in combat and in non-combat situations in order to be successful. A secondary purpose was to analyze the relationship between the importance of these attributes and the level of proficiency and development of current armor battalion commanders in the same leadership dimensions.

Procedures. Completion of this study required the development of instruments to measure importance and proficiency, the selection of samples for the surveys, the administration of the questionnaires and analyses of the data.

Development of the Instruments

The leadership skills and traits to be used in this research were obtained from a study of the related literature. Thirty-three skills and traits were selected for analysis in this study. They are listed in Appendices A through C along with their definitions. The criteria used for developing the list were: 1) publication in official documents; 2) frequency of appearance in the related literature; and 3) strength of an author's argument as to the importance of a given attribute.

Three different surveys were developed in order to obtain the required data. They contained the same leadership skills and traits, although each questionnaire measured different areas of concern to the study. Survey N, found at Appendix A, asked for ratings of the importance of the skills and traits to the success of an armor battalion commander in a non-combat situation. In like manner, importance to success in a combat situation was measured by Survey C, shown at Appendix B. Finally, Appendix C contains Survey L, the ratings of the proficiency and development of current armor battalion commanders in the leadership skills and traits.

Selection of the Samples

The first sample consisted of active duty General Officers who commanded infantry, mechanized infantry, armor or armored cavalry battalion-sized units in Vietnam. This group was asked to rate the importance of the leadership attributes to the success of

an armor battalion commander in a combat situation.

Active Army brigade commanders and armor/mechanized division chiefs of staff were surveyed to provide ratings of the importance of the skills and traits to success in a non-combat situation. In addition, they were asked to provide ratings of the proficiency and development of current armor battalion commanders in the same leadership dimensions. A stratified random selection was used to create two equal and similar groups. One group rated importance in non-combat, the other rated the level of proficiency/development of a subordinate armor battalion commander.

Administration of the Questionnaires

The instruments were mailed to the survey participants along with the letter of transmittal shown in Appendix G. Completed surveys were returned by mail using a pre-addressed envelope included with the questionnaire. A response rate of 75% was attained after eight weeks.

Analysis of the Data

Summary statistics. For each survey, the mean and standard deviation of the ratings for the individual leadership skills and traits were calculated. From these values a standard score and rank order were developed. These computed values were then used in the analyses of the data.

Comparison of the importance of the skills and traits to

success in a combat and in a non-combat situation. A t-test was applied to the means of the ratings of each skill and trait to success in combat and in non-combat situations. This was done to determine whether or not there was a significant difference in the importance of a given attribute to success in the two different environments. Three results were possible: 1) There is no significant difference between the importance of the leadership skill or trait to success in combat and the importance of the attribute to success in a non-combat situation; 2) The skill or trait is more important to success in a combat situation; or 3) The attribute is more important in a non-combat situation.

Determination of the degree of association between the rankings of the importance of leadership skills and traits in combat and in non-combat situations. Spearman's Rank Correlation Test was used to measure the degree of association between the rankings of the importance of the leadership skills and traits to success in each situation. This test could have led to one of three conclusions: 1) The rankings are not correlated; 2) There is a significant positive correlation between the rankings; or 3) the rankings have a negative correlation.

Determination of the relationship between the ratings of the proficiency and development of current armor battalion commanders in the leadership skills and traits and the ratings of the importance of the attributes in combat and in non-combat situations. The standard scores of the ratings of the proficiency/development of commanders were compared to the standard scores of the importance of the leadership skills and traits to success in a combat situation and then to success in

non-combat situations. From these analyses three outcomes were possible: 1) That a given attribute was rated relatively more important to success than the relative proficiency of commanders; 2) That the attribute was rated relatively less important than the relative proficiency; or 3) That importance and proficiency were rated relatively the same.

Determination of the degree of association between the rankings of the ratings of the proficiency and development of current armor battalion commanders and the rankings of the importance of leadership skills and traits in combat and in non-combat situations. Spearman's Rank-Correlation Test was conducted between the rankings of proficiency/development and importance to success in both combat and non-combat situations. Three outcomes were possible based on the application of each test: 1) That there is no correlation between the ranking of the proficiency and development of armor battalion commanders and the ranking of the importance of the leadership skills and traits to success in a combat [non-combat] situation; 2) That the rankings are positively correlated; or 3) That there is a negative correlation between the rankings of proficiency/development and importance to success in combat [non-combat] situations.

Major Findings

The major findings of the study are summarized in Table VIII. For comparison purposes, the leadership skills and traits are listed in this chart according to their relative importance to success in a combat situation.

TABLE VIII

SUMMARY OF THE COMPARISONS OF THE IMPORTANCE OF LEADERSHIP SKILLS
AND TRAITS TO THE SUCCESS OF AN ARMOR BATTALION COMMANDER IN
A COMBAT AND IN A NON-COMBAT SITUATION AND THE LEVEL OF
PROFICIENCY AND DEVELOPMENT OF CURRENT ARMOR COMMANDERS

Skill/Trait	RANK ¹			Notes
	Importance in		Level of Proficiency	
	Combat	Non-combat		
Tactical Proficiency	1	12	28	2, 3
Candor/Integrity	2	2	4	
Moral Courage	3	3	2	
Self-Confidence	4	1	11	
Decisiveness	5	9	10	2
Physical Courage	6	18	7	
Adaptability	7	3	23	
Terrain Sense	8	28	29	
Judgement	9	11	15	2, 3
Tenacity	9	6	12	
Responsibility	11	7	3	
Character (Army Ethic)	12	5	1	
Physical Fitness	13	17	8	
Initiative	13	8	9	
Endurance	15	19	5	
Enthusiasm	15	14	6	
Teacher (Counselor)	17	10	30	4
Creativity	18	29	13	5
Foresight	19	23	19	3, 4
Delegation	20	16	33	
Audacity	20	32	27	
Sensitivity	22	26	31	
Coordinating	23	24	20	2
Oral Presentation	24	15	25	
Planning	25	20	17	
Oral Communication	26	22	25	
Problem Analysis	27	25	14	
Training Manager	28	13	17	
Organizing	29	21	21	
Bearing	30	27	16	
Administrative Control	31	31	22	
Admin Competency	32	33	24	
Written Communication	33	30	32	

Notes:

1. All three rank orders have a significant degree of positive correlation at the 90% Confidence Level
2. Significantly more important to success in a combat situation than in a non-combat situation at the 90% Confidence Level
3. Rated much higher in relative importance to success in a combat situation than the relative level of proficiency
4. Rated much higher in relative importance to success in a non-combat situation than the relative level of proficiency
5. Rated much lower in relative importance to success in a non-combat situation than the relative level of development

Results of the study include the following major findings:

1. The rankings of the skills and traits according to their importance to success in a combat situation, to success in a non-combat situation and to the level of proficiency and development of current armor battalion commanders exhibit a significant degree of positive correlation at the 90% confidence level. This means that the rank orders are very similar in all three categories of data collection.

2. Four of the skills and traits were determined to be significantly more important to success in a combat situation than to success in a non-combat situation. They are Tactical Proficiency, Physical Courage, Terrain Sense and Audacity.

3. There were three skills and traits which had an important difference between the rating of their relative importance to success in a combat situation and the rating of their relative level of proficiency and development in current armor battalion commanders. All three were rated relatively higher in importance to success in combat than in the level of proficiency. The attributes which fell into this category were Tactical Proficiency, Terrain Sense and Delegation.

4. The attributes of Teacher (Counselor), Creativity and Delegation were judged to have an important difference between their relative importance to success in a non-combat situation and their relative level of proficiency and development. Of these, Teacher (Counselor) and Delegation were rated relatively more important than the relative level of proficiency. Creativity, on the other hand, was found to have a higher level of relative proficiency than relative importance to success in a non-combat situation.

Conclusions

Similarities of the rankings of the importance of the skills and traits to success in combat and in non-combat situations. The fact that the rankings of importance to success in the two different situations are similar indicates that an individual who has the mix of traits that are important to success in peacetime will also have the attributes that are important to success in combat. Additionally, the reverse is also true. Moreover, training, development and evaluation procedures which are effective in preparing and selecting officers for armor battalion command in one situation will also be effective in the other.

Similarities in the rankings of the importance of the leadership attributes and of the level of proficiency and development of current armor battalion commanders. Positive correlation of the importance rankings and development ranking indicate that current commanders have the proper mix of proficiency levels in the leadership skills and traits studied. From this fact, the conclusion is therefore drawn that, in general, the Officer Professional Management System is effectively preparing and selecting armor officers in and with the leadership skills and traits required to be a successful battalion commander.

Differences between the ratings of individual skills and traits. While the similarities in the rankings yield general inferences, specific conclusions result from the analyses of the ratings of certain skills and traits.

First, the attributes of Tactical Proficiency, Physical Courage, Terrain Sense and Audacity require more emphasis on the part of armor battalion commanders in a combat than in a non-combat situation. Related to this is the conclusion that current commanders do not possess the high relative level of proficiency in Tactical Proficiency and Terrain Sense as is required by the high relative importance of these two skills to success in combat. The same is true for Delegation, both in non-combat, as well as in combat situations. Finally, it is concluded that the high degree of importance to success in a non-combat situation given to the attribute of Teacher (Counselor) warrants a higher relative level of proficiency than exists within current armor battalion commanders.

In summary, it is concluded that higher levels of proficiency and development are required of current armor battalion commanders in the following leadership skills and traits: Tactical Proficiency, Terrain Sense, Delegation and Teacher (Counselor).

Observations

Additional comments from the survey respondents are presented at Appendix M.

Recommendations from the Study

The following recommendations are made based on the results obtained from the study:

1. No major changes should be made in the relative emphasis given to the leadership skills and traits involved in this study during the formal and informal training of company and field grade armor officers.

2. Battalion level tactics instruction, to include historical study, and terrain appreciation, should be required for armor officers attending the Command and General Staff Officers Course at Fort Leavenworth, Kansas.

3. The Pre-Command Course conducted by the Command and General Staff College should be expanded/modified for designated armor battalion commanders to include additional tactical instruction and terrain appreciation.

4. Additional training in and emphasis on the importance of teaching, counseling and delegating authority should be given to armor officers during their company and field grade formal and informal training, to include the instruction given those officers attending the Pre-Command Course.

Recommendations for Further Study

Two additional research projects, each following the same format as this study, should be conducted for tank platoon leaders and armor company commanders. Officers with combat experience at these levels are still available in the active army and the

opportunity should be taken to utilize their knowledge.

The recommended projects would fulfill the same primary and secondary purposes of this study for the positions of leadership below battalion command. The results of the additional research can also be compared to the results of this study. These comparisons will provide insights into any changes in the leadership requirements that exist at the different levels of command and into the developmental pattern of armor officers in the leadership attributes.

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RATINGS OF THE IMPORTANCE OF SELECTED LEADERSHIP SKILLS
AND TRAITS TO SUCCESS AS AN ARMOR BATTALION
COMMANDER IN A NON-COMBAT SITUATION

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February 1987

Your Survey Questionnaire will be treated as CONFIDENTIAL. Only the person involved in preparing the information for analysis will have access to it. Information will not be disclosed to others or used for any other purpose - only group statistics will be reported.

Your participation in the Survey is voluntary. Failure to respond to any question will not result in any penalty. However, your participation is encouraged so that the data will be complete and representative.

IMPORTANCE OF LEADERSHIP SKILLS AND TRAITS - NON-COMBAT SITUATION

Instructions (for commanders and chiefs of staff to be interviewed)

a. On the line below each leadership skill and trait (attribute), please circle the number which, in your experience, describes how important it is for an armor battalion, or armored cavalry squadron commander to possess the attribute in order to be successful in a peacetime environment.

b. For the purposes of this survey, a "successful commander" is defined as an officer who is commanding or has commanded an organization that consistently completes or completed assigned missions in a satisfactory manner.

c. Prior to beginning, please indicate your current position and the number of months you have served in this assignment.

Position: _____ No. of months: _____

d. Any comments you might have would also be appreciated. Please feel free to write on the reverse side of any of the pages.

LEADERSHIP SKILLS AND TRAITS

1. **Adaptability:** a pattern of being able to adapt to changing circumstances.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion	
1	2	3	4	5	6	7

2. **Written Communication Skill:** the skill required to express ideas clearly in writing using good grammatical form.

Not Important	Slightly Important		Moderately Important	Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7	ØØ

3. **Sensitivity:** those actions that indicate a consideration for the feelings and needs of others.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion	
1	2	3	4	5	6	7

(GO TO PAGE 2)

IMPORTANCE OF LEADERSHIP SKILLS AND TRAITS - NON-COMBAT SITUATION

4. **Tactical Proficiency:** an ability to effectively apply tactical principles and employ tactical formations in accordance with their capabilities.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

5. **Physical Courage:** a willingness to recognize that where danger threatens fear will exist; an ability to act correctly in the presence of danger and fear.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

6. **Oral Presentation Skill:** the ability to present ideas or tasks to an individual or to a group when given time to prepare.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

7. **Self-Confidence:** belief in one's self, manifested in part through emotional maturity and stability.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

8. **Administrative Control (Supervision):** the ability to establish procedures for monitoring and regulating activities of subordinates; to monitor the results of delegated assignments.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

(GO TO PAGE 3)

IMPORTANCE OF LEADERSHIP SKILLS AND TRAITS - NON-COMBAT SITUATION

9. **Tenacity:** an imaginative, driving, intensity to complete the mission with all the assets available or that could be created, rather than an inflexible adherence to a plan.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion	
1	2	3	4	5	6	7

10. **Problem Analysis:** the skill required to identify a problem, secure information relevant to the problem and determine possible causes of problems.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion	
1	2	3	4	5	6	7

11. **Moral Courage:** willingness to take risks, remain calm in the face of adversity, and stand up for what is right.

Not Important	Slightly Important		Moderately Important	Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7	00

12. **Decisiveness:** the readiness to make decisions, render judgements, take action, or commit oneself.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion	
1	2	3	4	5	6	7
						00

13. **Planning:** the ability to establish a course of action for self or others to accomplish a specific goal.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion	
1	2	3	4	5	6	7
						00

IMPORTANCE OF LEADERSHIP SKILLS AND TRAITS - NON-COMBAT SITUATION

14. **Teacher (Counselor):** a willingness and ability to develop subordinates' competency, performance and character; includes an ability to understand people.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					

15. **Organizing:** the ability to make proper assignments of personnel and appropriate allocations of resources.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					

16. **Endurance:** an ability to perform under physical and mental stress for extended periods of time.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					

17. **Initiative:** the discipline that requires attempting to influence events to achieve goals beyond those called for; originating action; self-starting rather than passive acceptance.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					

18. **Oral Communication Skill:** the ability to express oneself effectively in individual or group situations; includes gestures and other non-verbal communications.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					

(GO TO PAGE 5)

IMPORTANCE OF LEADERSHIP SKILLS AND TRAITS - NON-COMBAT SITUATION

19. **Enthusiasm:** a willingness and ability to continually communicate a positive attitude and transfer it to others through words and actions.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion	
1	2	3	4	5	6	7

20. **Delegation:** the ability to use subordinates effectively; the allocation of decision-making and other responsibilities to appropriate subordinates.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion	
1	2	3	4	5	6	7

21. **Character (the Professional Army Ethic):** a demonstrated loyalty to the nation's and the Army's ideals, loyalty to the unit and selfless service.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion	
1	2	3	4	5	6	7

22. **Administrative Competency:** a knowledge of and an ability to use prescribed techniques and procedures; includes the areas of maintenance, personnel, training, tactical operations and logistics.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion	
1	2	3	4	5	6	7

23. **Physical Fitness:** the strength and stamina to perform difficult tasks in a demanding environment for extended periods of time.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion		
1	2	3	4	5	6	7	00

(GO TO PAGE 6)

IMPORTANCE OF LEADERSHIP SKILLS AND TRAITS - NON-COMBAT SITUATION

24. **Creativity:** an ability to improvise when faced with unforeseen circumstances and independently overcome unexpected problems using any means available.

Not Important	Slightly Important		Moderately Important	Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7	00

25. **Candor/Integrity:** a willingness to communicate in an accurate, straightforward and honest manner at all times.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion	
1	2	3	4	5	6	7

26. **Terrain Sense:** the ability to quickly, almost intuitively, tactically judge terrain.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion	
1	2	3	4	5	6	7

27. **Audacity:** a willingness to take reasoned, but often enormous, risks and exploit opportunities.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion		
1	2	3	4	5	6	7	00

28. **Responsibility:** a willingness to seek missions, act appropriately and take responsibility for one's actions.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion	
1	2	3	4	5	6	7
						00

(GO TO PAGE 7)

IMPORTANCE OF LEADERSHIP SKILLS AND TRAITS - NON-COMBAT SITUATION

29. **Coordinating:** an ability to effectively control numerous activities, projects, missions and subordinates concurrently; juggle all the balls without dropping any.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					00

30. **Training Manager:** an ability to effectively train the organization in the skills and/or actions required to accomplish future missions.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					00

31. **Judgement:** the ability to develop alternative courses of action and make decisions based on logical assumptions that reflect factual information.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					00

32. **Bearing:** set and maintain a proper appearance, set the example; the ability to control one's emotions and remain calm in difficult situations.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					00

33. **Foresight:** an ability to anticipate problems and/or changing circumstances and initiate appropriate problem solving techniques.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					00

COMMENTS:

(LAST PAGE. PLACE SURVEY IN THE RETURN ENVELOPE. THANK YOU.)

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RATINGS OF THE IMPORTANCE OF SELECTED LEADERSHIP SKILLS
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IMPORTANCE OF LEADERSHIP SKILLS AND TRAITS - COMBAT SITUATION

Instructions (for officers to be interviewed)

a. On the line below each leadership skill and trait (attribute), please circle the number which, *in your experience*, describes how important it is for an armor battalion, or armored cavalry squadron commander to possess the attribute in order to be successful in a **combat** environment.

b. For the purposes of this survey, a "successful commander" is defined as an officer who is commanding or has commanded an organization that consistently completes or completed assigned missions in a satisfactory manner.

c. Any comments you might have would also be appreciated. Please feel free to write on the reverse side of any of the pages.

LEADERSHIP SKILLS AND TRAITS

1. **Adaptability:** a pattern of being able to adapt to changing circumstances.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

2. **Written Communication Skill:** the skill required to express ideas clearly in writing using good grammatical form.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

3. **Sensitivity:** those actions that indicate a consideration for the feelings and needs of others.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

4. **Tactical Proficiency:** an ability to effectively apply tactical principles and employ tactical formations in accordance with their capabilities.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

(GO TO PAGE 2)

IMPORTANCE OF LEADERSHIP SKILLS AND TRAITS - COMBAT SITUATION

5. **Physical Courage:** a willingness to recognize that where danger threatens fear will exist; an ability to act correctly in the presence of danger and fear.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					
					00

6. **Oral Presentation Skill:** the ability to present ideas or tasks to an individual or to a group when given time to prepare.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					
					00

7. **Self-Confidence:** belief in one's self, manifested in part through emotional maturity and stability.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					
					00

8. **Administrative Control (Supervision):** the ability to establish procedures for monitoring and regulating activities of subordinates; to monitor the results of delegated assignments.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					
					00

9. **Tenacity:** an imaginative, driving, intensity to complete the mission with all the assets available or that could be created rather than an inflexible adherence to a plan.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					
					00

(GO TO PAGE 3)

IMPORTANCE OF LEADERSHIP SKILLS AND TRAITS - COMBAT SITUATION

10. **Problem Analysis:** the skill required to identify a problem, secure information relevant to the problem and determine possible causes of problems.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

11. **Moral Courage:** willingness to take risks, remain calm in the face of adversity, and stand up for what is right.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

12. **Decisiveness:** the readiness to make decisions, render judgements, take action, or commit oneself.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

13. **Planning:** the ability to establish a course of action for self or others to accomplish a specific goal.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

14. **Teacher (Counselor):** a willingness and ability to develop subordinates' competency, performance and character; includes an ability to understand people.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

IMPORTANCE OF LEADERSHIP SKILLS AND TRAITS - COMBAT SITUATION

15. **Organizing:** the ability to make proper assignments of personnel and appropriate allocations of resources.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

16. **Endurance:** an ability to perform under physical and mental stress for extended periods of time.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

17. **Initiative:** the discipline that requires attempting to influence events to achieve goals beyond those called for; originating action; self-starting rather than passive acceptance.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

18. **Oral Communication Skill:** the ability to express oneself effectively in individual or group situations; includes gestures and other non-verbal communications.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

19. **Enthusiasm:** a willingness and ability to continually communicate a positive attitude and transfer it to others through words and actions.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

IMPORTANCE OF LEADERSHIP SKILLS AND TRAITS - COMBAT SITUATION

20. **Delegation:** the ability to use subordinates effectively; the allocation of decision-making and other responsibilities to appropriate subordinates.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

21. **Character (the Professional Army Ethic):** a demonstrated loyalty to the nation's and the Army's ideals, loyalty to the unit and selfless service.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

22. **Administrative Competency:** a knowledge of and an ability to use prescribed techniques and procedures; includes the areas of maintenance, personnel, training, tactical operations and logistics.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

23. **Physical Fitness:** the strength and stamina to perform difficult tasks in a demanding environment for extended periods of time.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

24. **Creativity:** an ability to improvise when faced with unforeseen circumstances and independently overcome unexpected problems using any means available.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

(GO TO PAGE 6)

IMPORTANCE OF LEADERSHIP SKILLS AND TRAITS - COMBAT SITUATION

25. **Candor/Integrity:** a willingness to communicate in an accurate, straightforward and honest manner at all times.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					00

26. **Terrain Sense:** the ability to quickly, almost intuitively, tactically judge terrain.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					00

27. **Audacity:** a willingness to take reasoned, but often enormous, risks and exploit opportunities.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					00

28. **Responsibility:** a willingness to seek missions, act appropriately and take responsibility for one's actions.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					00

29. **Coordinating:** an ability to effectively control numerous activities, projects, missions and subordinates concurrently; juggle all the balls without dropping any.

Not Important	Slightly Important	Moderately Important	Quite Important	Extremely Important	No Opinion
1	2	3	4	5	6
7					00

(GO TO PAGE 7)

IMPORTANCE OF LEADERSHIP SKILLS AND TRAITS - COMBAT SITUATION

30. **Training Manager:** an ability to effectively train the organization in the skills and/or actions required to accomplish future missions.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

31. **Judgement:** the ability to develop alternative courses of action and make decisions based on logical assumptions that reflect factual information.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

32. **Bearing:** set and maintain a proper appearance, set the example; the ability to control one's emotions and remain calm in difficult situations.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

33. **Foresight:** an ability to anticipate problems and/or changing circumstances and initiate appropriate problem solving techniques.

Not Important	Slightly Important		Moderately Important		Quite Important		Extremely Important	No Opinion
1	2	3	4	5	6	7		00

COMMENTS:

(LAST PAGE. PLACE SURVEY IN THE RETURN ENVELOPE. THANK YOU.)

Survey Approval Authority: Soldier Support Center - NCR
Survey Control Number: ATNC-AO-87-09 C

RATINGS OF THE PROFICIENCY AND DEVELOPMENT OF CURRENT
ARMOR BATTALION COMMANDERS IN SELECTED
LEADERSHIP SKILLS AND TRAITS

Center for Army Leadership
Command and General Staff College
ATTN: LTC Cecil B. Calloway
Fort Leavenworth, Kansas 66027

Telephone: Autovon 552-3591
Commercial (913) 684-3591

POC: MAJ Lawrence M. Steiner Jr.
LTC Cecil B. Calloway

February 1987

Your Survey Questionnaire will be treated as CONFIDENTIAL. Only the person involved in preparing the information for analysis will have access to it. Information will not be disclosed to others or used for any other purpose - only group statistics will be reported.

Your participation in the Survey is voluntary. Failure to respond to any question will not result in any penalty. However, your participation is encouraged so that the data will be complete and representative.

RATING OF BATTALION/SQUADRON COMMANDER'S LEADERSHIP SKILLS AND TRAITS

Instructions (for rating officers to be interviewed)

a. On the line below each leadership skill and trait (attribute), please circle the number which, based on your observation, describes the level of proficiency/development of the one armor battalion, or armored cavalry squadron commander who has been your subordinate for the longest period of time.

b. Before beginning, please indicate your position and the number of months you have evaluated the rated officer.

c. Any comments you might have would also be appreciated. Please feel free to write on the reverse side of any of the pages.

Position: _____ Months evaluated: _____

LEADERSHIP SKILLS AND TRAITS

1. **Adaptability:** a pattern of being able to adapt to changing circumstances.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	00

2. **Written Communication Skill:** the skill required to express ideas clearly in writing using good grammatical form.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	00

3. **Sensitivity:** those actions that indicate a consideration for the feelings and needs of others.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	00

4. **Tactical Proficiency:** an ability to effectively apply tactical principles and employ tactical formations in accordance with their capabilities.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	00

(GO TO PAGE 2)

RATING OF BATTALION/SQUADRON COMMANDER'S LEADERSHIP SKILLS AND TRAITS

10. **Problem Analysis:** the skill required to identify a problem, secure information relevant to the problem and determine possible causes of problems.

RANKING OF PROBLEMS							Unable to Observe
Low	Moderate		High	Very High		Superior	
1	2	3	4	5	6	7	00

11. **Moral Courage:** willingness to take risks, remain calm in the face of adversity, and stand up for what is right.

Scale of adversity, and stand up for what is right:							Unable to Observe
Low	Moderate		High	Very High		Superior	
1	2	3	4	5	6	7	00

12. **Decisiveness:** the readiness to make decisions, render judgements, take action, or commit oneself.

Low	Moderate	High	Very High	Superior	Unable to Observe		
1	2	3	4	5	6	7	00

13. **Planning:** the ability to establish a course of action for self or others to accomplish a specific goal.

Low	Moderate	High	Very High	Superior	Unable to Observe		
1	2	3	4	5	6	7	00

14. **Teacher (Counselor):** a willingness and ability to develop subordinates' competency, performance and character; includes an ability to understand people.

Low	Moderate	High	Very High	Superior	Unable to Observe
1	2	3	4	5	6
7	8	9	10	11	12

RATING OF BATTALION/SQUADRON COMMANDER'S LEADERSHIP SKILLS AND TRAITS

15. **Organizing:** the ability to make proper assignments of personnel and appropriate allocations of resources.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	ØØ

16. **Endurance:** an ability to perform under physical and mental stress for extended periods of time.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	ØØ

17. **Initiative:** the discipline that requires attempting to influence events to achieve goals beyond those called for; originating action; self-starting rather than passive acceptance.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	ØØ

18. **Oral Communication Skill:** the ability to express oneself effectively in individual or group situations; includes gestures and other non-verbal communications.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	ØØ

19. **Enthusiasm:** a willingness and ability to continually communicate a positive attitude and transfer it to others through words and actions.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	ØØ

RATING OF BATTALION/SQUADRON COMMANDER'S LEADERSHIP SKILLS AND TRAITS

20. **Delegation:** the ability to use subordinates effectively; the allocation of decision-making and other responsibilities to appropriate subordinates.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	00

21. **Character (the Professional Army Ethic):** a demonstrated loyalty to the nation's and the Army's ideals, loyalty to the unit and selfless service.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	00

22. **Administrative Competency:** a knowledge of and an ability to use prescribed techniques and procedures; includes the areas of maintenance, personnel, training, tactical operations and logistics.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	00

23. **Physical Fitness:** the strength and stamina to perform difficult tasks in a demanding environment for extended periods of time.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	00

24. **Creativity:** an ability to improvise when faced with unforeseen circumstances and independently overcome unexpected problems using any means available.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	00

RATING OF BATTALION/SQUADRON COMMANDER'S LEADERSHIP SKILLS AND TRAITS

25. **Candor/Integrity:** a willingness to communicate in an accurate, straightforward and honest manner at all times.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	ØØ

26. **Terrain Sense:** the ability to quickly, almost intuitively, tactically judge terrain.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	ØØ

27. **Audacity:** a willingness to take reasoned, but often enormous, risks and exploit opportunities.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	ØØ

28. **Responsibility:** a willingness to seek missions, act appropriately and take responsibility for one's actions.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	ØØ

29. **Coordinating:** an ability to effectively control numerous activities, projects, missions and subordinates concurrently; juggle all the balls without dropping any.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	ØØ

(GO TO PAGE 7)

RATING OF BATTALION/SQUADRON COMMANDER'S LEADERSHIP SKILLS AND TRAITS

30. **Training Manager:** an ability to effectively train the organization in the skills and/or actions required to accomplish future missions.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	00

31. **Judgement:** the ability to develop alternative courses of action and make decisions based on logical assumptions that reflect factual information.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	00

32. **Bearing:** set and maintain a proper appearance, set the example; the ability to control one's emotions and remain calm in difficult situations.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	00

33. **Foresight:** an ability to anticipate problems and/or changing circumstances and initiate appropriate problem solving techniques.

Low	Moderate		High	Very High		Superior	Unable to Observe
1	2	3	4	5	6	7	00

COMMENTS:

(LAST PAGE. PLACE SURVEY IN THE RETURN ENVELOPE. THANK YOU.)

POSITIONS OF ACTIVE ARMY BRIGADE COMMANDERS

1st Infantry Division (Mechanized) [Fort Riley]
Chief of Staff (1/4 Armored Cavalry Squadron)
Commander, 1st Brigade
Commander, 2nd Brigade
Commander, 1st Infantry Division (Forward) [FRG]*

2nd Infantry Division [Korea]
Commander, 1st Brigade

3rd Infantry Division (Mechanized) [FRG]
Chief of Staff (3/7 Armored Cavalry Squadron)
Commander, 1st Brigade
Commander, 2nd Brigade
Commander, 3rd Brigade

4th Infantry Division (Mechanized) [Fort Carson]
Chief of Staff (1/10 Armored Cavalry Squadron)
Commander, 1st Brigade
Commander, 2nd Brigade
Commander, 3rd Brigade

5th Infantry Division (Mechanized) [Fort Polk]
Chief of Staff (4/12 Armored Cavalry Squadron)
Commander, 1st Brigade
Commander, 2nd Brigade

8th Infantry Division (Mechanized) [FRG]
Chief of Staff, (3/8 Armored Cavalry Squadron)
Commander, 1st Brigade
Commander, 2nd Brigade
Commander, 3rd Brigade
Commander, 4th Brigade

24th Infantry Division (Mechanized) [Fort Stewart]
Commander, 1st Brigade
Commander, 2nd Brigade

1st Armored Division [FRG]
Chief of Staff (1/1 Armored Cavalry Squadron)
Commander, 1st Brigade
Commander, 2nd Brigade
Commander, 3rd Brigade

* Federal Republic of Germany

POSITIONS OF ACTIVE ARMY BRIGADE COMMANDERS (continued)

2nd Armored Division [Fort Hood]

Chief of Staff (2/1 Armored Cavalry Squadron)
Commander, 1st Brigade
Commander, 2nd Brigade
Commander, 2nd Armored Division (Forward) [FRG]

3rd Armored Division [FRG]

Chief of Staff (3/12 Armored Cavalry Squadron)
Commander, 1st Brigade
Commander, 2nd Brigade
Commander, 3rd Brigade

1st Cavalry Division [Fort Hood]

Chief of Staff (1/9 Armored Cavalry Squadron)
Commander, 1st Brigade
Commander, 2nd Brigade

Berlin Brigade
Commander

197th Infantry Brigade (Separate) [Fort Benning]
Commander

194th Armored Brigade (Separate) [Fort Knox]
Commander

2nd Armored Cavalry Regiment [FRG]
Commander

3rd Armored Cavalry Regiment [Fort Bliss]
Commander

11th Armored Cavalry Regiment [FRG]
Commander

National Training Center (NTC) "Threat" Brigade
Commander

DESIGNATION OF BRIGADE COMMAND POSITIONS BY TYPE AND LOCATION

TYPE COMMAND	LOCATION	
	Continental United States	Overseas
Tank Battalion	01 1st Bde, 1ID	02 1ID (Fwd)
	03 2nd Bde, 1ID	04 1st Bde, 2ID
	05 1st Bde, 4ID	06 1st Bde, 3ID
	07 2nd Bde, 4ID	08 2nd Bde, 3ID
	09 3rd Bde, 4ID	10 3rd Bde, 3ID
	11 1st Bde, 5ID	12 1st Bde, 8ID
	13 2nd Bde, 5ID	14 2nd Bde, 8ID
	15 1st Bde, 24ID	16 3rd Bde, 8ID
	17 2nd Bde, 24ID	18 4th Bde, 8ID
	19 1st Bde, 2AD	20 1st Bde, 1AD
	21 2nd Bde, 2AD	22 2nd Bde, 1AD
	23 1st Bde, 1st Cav Div	24 3rd Bde, 1AD
	25 2nd Bde, 1st Cav Div	26 2AD (Fwd)
	27 197th Inf Bde (Sep)	28 1st Bde, 3AD
	29 194th Armor Bde (Sep)	30 2nd Bde, 3AD
	31 NTC Bde	32 3rd Bde, 3AD
		33 Berlin Bde
Regimental Armored Cavalry	34 3rd ACR	35 2nd ACR
		36 11th ACR
Divisional Armored Cavalry	37 1/4 AC, 1ID	38 3/7 AC, 3ID
	39 1/10 AC, 4ID	40 3/8 AC, 8ID
	41 4/12 AC, 5ID	42 1/1 AC, 1AD
	43 2/1 AC, 2AD	44 3/12 AC, 3AD
	45 1/9 AC, 1st Cav Div	

SAMPLE GROUPS OF BRIGADE COMMAND POSITIONS

To Rate the Importance of Leadership
Skills and Traits to Success
in a Non-combat Situation

To Rate the Level of Proficiency
and Development of Current
Armor Battalion Commanders

Commander, 1st Brigade, 1 ID
Commander, 1st Brigade, 4 ID
Commander, 3rd Brigade, 4 ID
Commander, 2nd Brigade, 5 ID
Commander, 1st Brigade, 24 ID
Commander, 2nd Brigade, 24 ID
Commander, 2nd Bde, 1st Cav Div
Commander, 197th Inf Bde (Sep)

Commander, 2nd Brigade, 1 ID
Commander, 2nd Brigade, 4 ID
Commander, 1st Brigade, 5 ID
Commander, 1st Brigade, 2 AD
Commander, 2nd Brigade, 2 AD
Commander, 1st Bde, 1st Cav Div
Commander, 194th Ar Bde (Sep)
Commander, NTC Brigade

Commander, 3rd ACR

Chief of Staff, 1 ID (1/4 AC)
Chief of Staff, 5 ID (4/12 AC)
Chief of Staff, 1st Cav Div (1/9 AC)

Chief of Staff, 4 ID (1/10 AC)
Chief of Staff, 2 AD (2/1 AC)

Commander, 1 ID (Forward)
Commander, 1st Brigade, 3 ID
Commander, 3rd Brigade, 3 ID
Commander, 3rd Brigade, 8 ID
Commander, 1st Brigade, 1 AD
Commander, 2nd Brigade, 1 AD
Commander, 3rd Brigade, 1 AD
Commander, 2nd Brigade, 3 AD
Commander, Berlin Brigade

Commander, 1st Brigade, 2 ID
Commander, 2nd Brigade, 3 ID
Commander, 1st Brigade, 8 ID
Commander, 2nd Brigade, 8 ID
Commander, 4th Brigade, 8 ID
Commander, 2 AD (Forward)
Commander, 1st Brigade, 3 AD
Commander, 3rd Brigade, 3 AD

Commander, 11th ACR

Commander, 2nd ACR

Chief of Staff, 3 ID (3/7 AC)
Chief of Staff, 8 ID (3/8 AC)

Chief of Staff, 1 AD (1/1 AC)
Chief of Staff, 3 AD (3/12 AC)

COMMAND AND GENERAL STAFF COLLEGE
Center for Army Leadership
Fort Leavenworth, Kansas 66027-6935

ATZL-SWC,

19 February 1987

SUBJECT: Leadership Skills and Traits

Commander
Nxx Brigade, Nxx XXXXXXXXXX Division
Fort XXXXXXXXX, XX NNNNN

1. Your assistance is requested in the form of a few minutes of your time.
2. Leadership is a critical factor in the successful performance of the tasks required of our profession. The Army has shown a renewed emphasis in this important area during the past few years. A new Field Manual on Military Leadership, the focus on "mentorship" and creation of the Center for Army Leadership at Fort Leavenworth are visible indications of the efforts to improve the effective application of leadership.
3. Knowledge is central to the study of any field. Leadership is no exception. Through completion of the attached questionnaire, you will make an important contribution in this area. It is asked that you complete the survey, providing your personal opinion based on observation and experience. Anonymity will be preserved in all aspects of the data collection.
4. Your cooperation in completing and returning the questionnaire is greatly appreciated. The information you provide will be put to good use in developing a better understanding of leadership in our profession. Thank you for the courtesy of your assistance.

1 Encl
as

LAWRENCE M. STEINER JR.
Major, Armor
Command and General Staff College

COMMAND AND GENERAL STAFF COLLEGE
Center for Army Leadership
Fort Leavenworth, Kansas 66027-6935

NN Mxxxxxxx 1987

SUBJECT: Leadership Skills and Traits

Commander
Nxx Brigade, Nxx Xxxxxxxx Division
Fort Xxxxxxxx, XX NNNNN

1. Knowing the extensive demands placed on an officer in your position, it is easily understood how an unexpected request placed on your time can go unfulfilled. This is particularly true when the action is outside the normal requirements of your duty.
2. From the questionnaire which should have reached you about five weeks ago, no reply has been received. Circumstances often make this unavoidable.
3. Enclosed you will find another copy of the original correspondence, the questionnaire and a return envelope. It is hoped that you will be able to find fifteen minutes in your busy schedule to complete and return the survey. The information you provide, along with that of many others in similar positions, will be of invaluable assistance.
4. Thank you for your cooperation in this effort.

1 Encl
as

LAWRENCE M. STEINER JR.
Major, Armor
Command and General Staff College

STUDENT DETACHMENT, SECTION 15 C
 U.S. Army Command and General Staff College
 Fort Leavenworth, Kansas 66027

15 October 1986

SUBJECT: Request for Survey Approval

THRU: Chief of OES-DAO
 U.S. Army Command and General Staff College
 Fort Leavenworth, Kansas 66027-6900

TO: Deputy Commander, MILPERCEN
 ATTN: ATNC-MOA (Dr. Brady)
 200 Stoval Street
 Alexandria, Virginia 22332-0400

1. Graduation from the Command and General Staff College requires the selection and completion of a number of elective courses. One such elective course is a "Student Study Project." Officers taking this choice complete a research project of their own design, approved by a department within the Command and General Staff College (USACGSC). The attached surveys have been designed to accomplish research approved by the Center for Army Leadership (CAL). The following information is provided IAW AR 600-46.

a. Survey Titles:

- Ratings of the Importance of Selected Leadership Skills and Traits to Success as an Armor Battalion Commander in a Non-Combat Situation (Survey N)
- Ratings of the Importance of Selected Leadership Skills and Traits to Success as an Armor Battalion Commander in a Combat Situation (Survey C)
- Ratings of the Proficiency and Development of Current Armor Battalion Commanders in Selected Leadership Skills and Traits (Survey L)

b. Sponsoring Office: Center for Army Leadership, USACGSC.

c. Project Officers:

(1) Student Researcher: MAJ Lawrence M. Steiner Jr.
 Student Detachment, USACGSC.

(2) Academic Sponsor: LTC Cecil B. Calloway, CAL,
 USACGSC, Fort Leavenworth, Kansas 66027-6900. Telephone, AUTOVON
 552-3591 or Commercial (913) 684-3591.

15 October 1986

d. Description of the Research Project:

(1) Title: A Study of the Individual Leadership Skills and Traits that Armor Battalion Commanders Must Possess in Order to be Successful in Combat and in Non-Combat Situations.

(2) Statement of the Problem: The primary purpose of this study is to compare the relative importance of the individual leadership skills and traits an armor battalion commander must possess in combat and in non-combat situations in order to be successful. A secondary purpose is to analyze the relationship between the importance of these attributes and the level of proficiency and development of current armor battalion commanders in the same leadership dimensions.

(3) Background: The Military Strategy of the United States of America depends on the military power of the armed forces for its effective application. Current strategy requires that the Army prepare to fight a war tomorrow with the organizations, equipment and personnel that exist today. The capability of the Army to apply adequate force in a combat situation is dependent upon the fulfillment of a continuum of responsibilities. These responsibilities range from the development of grand strategy at the highest levels of command to mission accomplishment by soldiers in the field.

In the creation of military power, the maneuver battalion commander is an important link between strategic thought and the actions of the individual soldier. The battalion commander is the most senior leader to see and "fight" the battle. In addition, he controls the lowest level organization which brings together the full combat power of the combined arms as well as all the functions of combat support and combat service support.

Those officers who command armor battalions must be capable of developing their organizations in peacetime and effectively utilizing them in combat. The individual leadership skills and traits of these commanders must match the requirements of their position and the situation in which they must be able to perform. Success in peacetime and on the battlefield is dependent upon the proper selection and training of the armor battalion commander.

e. Justification: The instruments will be used to satisfy the following objectives:

(1) Determine the relative importance of selected leadership skills and traits to success as an armor battalion commander in a non-combat situation.

(2) Determine the relative importance of selected leadership skills and traits to success as an armor battalion commander in a combat situation.

(3) Determine the proficiency and development of current armor battalion commanders in selected leadership skills and traits.

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The results of the surveys will be analyzed and submitted to the Center for Army Leadership in the form of a research report. Conclusions based on the results of this study can be used to focus the training, education and development of armor officers throughout the Army.

f. Background Research. A search of the related literature did not find any research similar to that proposed. The skills and traits selected for study were extracted from various official publications and authoritative sources.

g. Target Populations.

(1) Surveys N and L: Brigade commanders and the chiefs of staff of the active armor and mechanized infantry divisions.

(2) Survey C: Officers with experience as an armor battalion commander, an armored cavalry squadron commander or a mechanized infantry battalion commander in Vietnam who are currently on active duty.

h. Samples.

(1) Surveys N and L: The population will be randomly divided between the two surveys.

(2) Survey C: The survey will be sent to the entire population.

i. Data Analysis. Information from the surveys will be placed in a data base. Summary statistics, mean and standard deviation, will be calculated from the responses for each attribute on the three separate surveys. The statistics will be used to make comparisons between the surveys using a "T-Test", Spearman's Rank-Correlation Test and Spearman's Coefficient of Correlation.

j. Administrative Procedures. All administrative support will be provided by CAL, USACGSC. Surveys will be mailed to the appropriate sample along with a letter of transmittal. They will be returned via self-addressed, stamped envelopes accompanying each survey packet. A follow-up letter, survey and return envelope will be forwarded after 30 days as necessary.

k. Attached are the surveys (Encls 1, 2 and 3), letter of transmittal (Encl 4) and follow-up letter (Encl 5).

l. Distribution of Results. The completed report will be submitted to CAL, USACGSC. A copy will be made available to MILPERCEN upon request.

m. Desired Release of Data by MILPERCEN. Data may not be released by MILPERCEN without permission of the Director, CAL, USACGSC.

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2. Request approval of the leadership skills and traits surveys for immediate distribution. Further, request this approval be transmitted telephonically, followed by written approval.
3. Points of contact are listed in paragraph 1c of this letter.

5 Encls

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MAJ, Armor
Student Detachment, USACGSC

RAW DATA, SURVEY C: Ratings of the Importance of Selected Leadership Skills and Traits to Success as an Armor Battalion Commander in a Combat Situation

Skill/Trait	Survey Response #																								
	1	2	3	4	5	6	7	8	9	Ø	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2
Adaptability	7	6	6	7	6	5	7	7	7	6	7	7	6	7	7	7	7	7	7	6	7	7	7	7	5
Written Communication	5	5	6	5	6	5	4	5	4	5	6	4	4	5	6	1	5	3	4	6	4	6	7	3	5
Sensitivity	6	6	6	5	7	6	5	5	6	7	5	7	5	6	7	6	5	6	6	6	6	6	7	6	5
Tactical Proficiency	7	7	7	7	7	7	6	7	7	7	7	7	6	7	7	7	6	7	6	7	7	7	7	7	6
Physical Courage	7	7	7	6	6	5	6	7	6	7	7	7	7	7	7	7	6	6	7	7	7	6	7	7	6
Oral Presentation	5	6	7	7	6	5	5	7	4	6	7	5	6	7	7	4	4	7	5	6	6	7	7	5	6
Self Confidence	6	7	7	7	6	6	6	7	7	7	7	7	6	7	6	7	6	6	7	7	7	7	7	7	6
Administrative Control	6	5	5	6	5	5	4	5	4	6	4	5	4	5	6	6	4	4	4	5	4	5	7	5	5
Tenacity	7	7	6	7	6	5	7	7	6	7	6	7	5	7	7	6	5	6	7	7	7	7	7	7	6
Problem Analysis	6	6	6	6	6	5	4	7	5	6	6	5	4	7	6	6	5	7	6	6	6	6	7	6	5
Moral Courage	7	7	7	6	7	6	5	7	7	7	7	7	6	7	7	7	6	7	7	7	7	7	7	7	6
Decisiveness	7	7	7	7	7	5	6	7	6	7	7	7	5	7	7	7	6	6	7	7	7	7	7	7	6
Planning	6	7	6	7	5	5	5	7	6	6	6	6	4	6	7	6	5	5	6	6	5	6	7	6	5
Teacher (Counselor)	6	6	7	7	7	6	5	6	7	6	6	6	4	6	7	6	5	6	7	7	5	6	7	6	5
Organizing	6	5	6	6	6	5	5	6	5	6	6	5	4	7	6	5	4	7	6	6	6	6	7	7	5
Endurance	6	6	7	5	6	5	6	6	6	7	7	6	6	7	7	7	6	6	6	6	6	7	7	6	6
Initiative	7	7	6	6	6	5	7	6	7	6	6	7	6	6	7	7	4	6	7	6	7	7	7	6	5
Oral Communication	5	7	7	5	6	5	5	6	4	6	7	4	5	6	7	4	4	7	7	7	7	7	7	6	5
Enthusiasm	6	7	6	6	6	6	5	6	5	6	6	6	6	7	6	6	6	6	7	7	7	7	7	7	6
Delegation	6	6	7	7	7	5	5	7	6	6	5	5	4	7	7	6	5	5	7	6	6	7	7	6	5
Character (Army Ethic)	7	7	6	7	7	6	4	7	7	7	7	7	4	6	7	7	4	4	7	7	6	7	7	7	6
Admin Competency	5	5	5	6	5	5	4	6	5	6	4	4	4	2	6	5	4	4	5	5	5	6	7	5	5
Physical Fitness	6	6	7	6	6	5	5	6	6	7	6	7	7	7	7	6	6	4	7	6	7	7	7	7	6
Creativity	7	7	6	7	5	6	6	6	5	6	6	6	5	7	6	6	5	5	7	6	6	7	7	6	5
Candor/Integrity	7	7	7	7	7	7	5	7	7	7	7	7	6	7	7	7	7	6	7	7	6	7	7	7	6
Terrain Sense	6	7	6	7	6	7	7	6	7	7	6	7	6	7	7	6	5	6	7	6	7	7	7	7	5
Audacity	7	7	5	6	6	5	5	5	5	6	6	6	6	6	7	5	4	6	7	7	7	7	7	7	5
Responsibility	7	6	6	7	6	5	7	6	7	7	5	7	6	6	7	6	7	5	7	7	6	7	7	7	6
Coordinating	6	6	6	7	5	5	5	6	5	7	5	6	5	7	6	6	5	6	6	6	6	6	7	7	5
Training Manager	7	6	6	6	6	6	5	6	6	6	5	5	4	5	6	6	6	5	6	6	5	6	7	6	5
Judgement	7	7	7	7	7	6	5	6	7	6	5	7	6	7	7	6	7	6	7	7	7	7	7	6	5
Bearing	5	5	6	6	5	4	5	6	5	6	6	6	5	5	6	6	4	3	7	6	5	7	7	7	4
Foresight	6	6	5	7	6	7	6	6	6	6	6	6	6	6	7	6	6	4	5	7	5	7	7	6	5

RAW DATA, SURVEY N: Ratings of the Importance of Selected Leadership Skills and Traits to Success as an Armor Battalion Commander in a Non-Combat Situation

Skill/Trait	Survey Response #															
	1	2	3	4	5	6	7	8	9	Ø	1	1	1	1	1	1
Adaptability	7	7	6	7	7	5	7	6	6	7	7	5	7	6	7	6
Written Communication	5	4	3	7	6	4	6	4	6	6	6	6	4	4	7	6
Sensitivity	6	5	5	6	6	3	6	6	5	6	7	5	5	5	7	6
Tactical Proficiency	7	7	5	7	6	5	4	6	6	6	7	6	7	5	7	7
Physical Courage	7	7	1	6	6	5	7	5	4	7	7	6	7	7	7	6
Oral Presentation	7	5	5	6	5	6	6	5	6	6	7	7	5	6	7	6
Self Confidence	7	6	6	6	6	6	7	6	7	7	7	7	7	6	7	7
Administrative Control	6	4	7	6	5	4	5	5	5	5	6	4	4	5	7	5
Tenacity	7	7	7	7	7	5	4	6	7	5	7	6	7	6	7	7
Problem Analysis	7	6	6	6	5	6	4	5	5	6	7	5	5	6	7	5
Moral Courage	7	7	5	7	6	6	5	6	7	7	7	6	6	7	7	7
Decisiveness	7	7	5	6	6	5	6	5	6	7	7	6	6	7	7	7
Planning	7	6	6	6	5	6	5	5	5	6	6	5	5	6	7	6
Teacher (Counselor)	6	6	5	5	7	6	5	6	7	6	7	6	7	6	7	7
Organizing	6	5	6	6	6	6	4	5	5	6	6	6	7	5	7	6
Endurance	7	6	5	7	5	4	4	5	6	5	7	6	5	7	7	7
Initiative	7	6	5	6	6	6	5	6	7	6	7	6	7	6	7	7
Oral Communication	7	5	5	7	5	4	5	5	5	6	7	7	6	6	7	6
Enthusiasm	7	5	5	6	6	4	7	6	6	5	7	6	5	7	7	7
Delegation	7	5	4	6	7	6	7	6	7	5	7	6	5	5	7	5
Character (Army Ethic)	7	7	4	7	7	6	6	6	7	7	7	4	7	7	7	7
Admin Competency	5	5	3	6	5	4	4	5	4	6	6	4	4	6	7	6
Physical Fitness	7	6	4	7	6	5	5	5	7	6	7	6	4	7	7	6
Creativity	5	6	5	5	6	6	3	5	6	6	7	6	4	6	7	5
Candor/Integrity	7	7	5	6	7	6	7	5	7	6	7	7	7	7	7	7
Terrain Sense	7	6	3	7	5	4	4	5	6	6	6	4	7	6	6	7
Audacity	6	4	4	6	5	6	3	5	4	5	6	6	7	5	6	5
Responsibility	7	6	5	6	6	5	5	6	7	7	7	6	7	7	7	7
Coordinating	6	5	6	7	6	3	3	6	7	7	6	3	7	6	7	7
Training Manager	6	6	6	7	6	6	4	5	4	6	7	7	7	6	7	7
Judgement	6	6	5	7	5	5	7	6	6	7	7	6	7	6	7	6
Bearing	6	5	4	6	5	4	6	5	4	7	7	5	7	6	7	6
Foresight	6	5	5	6	5	4	4	6	6	6	7	7	5	6	7	7

RAW DATA, SURVEY L: Ratings of the Proficiency and Development of
Current Armor Battalion Commanders in Selected
Leadership Skills and Traits

	Survey Response #															
Skill/Trait	1	2	3	4	5	6	7	8	9	Ø	1	2	3	4	5	
Adaptability	7	7	7	4	7	6	4	6	7	4	5	6	7	3	6	
Written Communication	7	7	7	3	7	3	6	6	7	3	4	4	5	4	7	
Sensitivity	7	6	6	6	6	3	3	5	7	5	6	5	6	4	5	
Tactical Proficiency	6	7	7	7	2	6	4	7	7	3	6	6	5	4	7	
Physical Courage	7	7	7	6	6	7	5	7	7	5	6	6	7	5	*	
Oral Presentation	6	7	7	3	4	6	6	7	7	5	4	5	6	4	7	
Self Confidence	7	7	7	6	4	5	6	7	7	5	6	6	7	5	7	
Administrative Control	7	7	6	3	6	5	7	6	7	3	7	5	6	5	6	
Tenacity	6	7	7	6	6	7	5	7	7	4	6	7	7	4	6	
Problem Analysis	6	7	7	6	6	6	6	7	7	5	6	4	7	5	6	
Moral Courage	7	7	7	7	7	6	6	7	7	6	7	4	7	5	6	
Decisiveness	7	7	7	7	4	6	6	7	7	6	6	5	7	5	6	
Planning	7	7	7	6	5	6	6	7	7	4	5	5	6	5	7	
Teacher (Counselor)	7	6	6	4	5	4	4	7	7	6	6	4	6	4	5	
Organizing	7	7	6	4	6	4	4	7	7	6	6	4	6	5	7	
Endurance	7	7	7	6	7	7	4	7	7	7	7	5	7	5	5	
Initiative	6	7	7	6	6	6	5	7	7	5	7	6	7	5	6	
Oral Communication	6	7	7	4	4	5	5	7	7	6	4	4	7	4	7	
Enthusiasm	7	7	7	7	7	6	4	7	7	7	7	6	7	4	5	
Delegation	6	7	6	3	6	3	4	6	7	5	5	5	5	3	5	
Character (Army Ethic)	7	7	7	7	7	7	7	7	7	7	7	6	7	6	6	
Admin Competency	6	7	6	4	6	6	6	6	7	3	5	5	7	5	6	
Physical Fitness	7	7	7	6	7	7	6	7	7	7	6	4	4	6	6	
Creativity	7	7	7	7	6	7	5	7	7	3	6	5	7	5	6	
Candor/Integrity	7	7	7	7	7	5	6	7	7	6	6	4	7	6	6	
Terrain Sense	6	7	7	5	4	7	5	7	7	4	5	5	5	4	4	
Audacity	7	7	7	5	4	7	4	7	7	4	7	4	6	4	4	
Responsibility	7	7	7	7	6	6	5	7	7	6	7	5	7	5	6	
Coordinating	6	7	6	7	6	6	5	7	7	4	6	6	6	4	6	
Training Manager	6	7	7	6	5	6	6	7	7	4	6	6	7	4	6	
Judgement	7	7	6	6	7	5	5	7	7	6	6	5	7	4	6	
Bearing	7	7	7	6	7	3	6	7	7	6	6	5	6	5	6	
Foresight	7	7	7	6	6	4	6	7	7	4	6	5	7	5	6	

* Respondent indicated "Not Observed"

COMMENTS FROM SURVEY RESPONDENTS

GENERAL COMMENTS

Importance in a Combat Situation

"Obviously all of these skills-traits are important and certainly desirable; however, few if any successful combat commanders have excelled in all. ... the qualities that all successful commanders had in common were: (1) adaptability, (4) tactical proficiency, (9) tenacity, (17) initiative and (27) audacity."

"My view is you need courage, character, competence and commitment and you have to be a mentor/teacher. Above all you take care of your people & they will take care of you."

"Some people have a feel for command and can keep track of the big picture - aware of what is happening while others get bogged down in trivia and indecision."

"I have scored almost every question as either Extremely important or Quite important."

"I believe each of these areas fall into these two categories - I have known many successful commanders who lacked one or more of the skills or attributes. Almost without exception they were so strong in some areas that their weaknesses were compensated for."

"The areas having to do with integrity, moral and physical courage, technical and tactical proficiency can't be anything except Extremely important."

Importance in a Non-Combat Situation

"The question of leadership and the desire and ability to mentor, teach, and innovate often comes from the tone and approach set at the top of the command. When the top commander espouses and then sets an open, candid, two-way atmosphere, subordinates begin to believe they have freedom to succeed by experimentation. Where this does not exist the fear of failure prevails and success is never truly reached. An intermediate commander cannot set the proper command climate without the full support from the top."

Ratings of Current Armor Battalion Commanders

"All three of my battalion commanders would score the same in this survey. They are super! The command selection system works well."

AUDACITY

Importance in a Combat Situation

"[take risks] but carefully calculated against likelihood of success vs failure and the value of the ... success to be gained."

"Most important, and included in many others, is audacity."

Importance in a Non-Combat Situation

"'Who dares, wins.'"

ADMINISTRATIVE COMPETENCY

Importance in a Non-Combat Situation

"Must know these systems...which give you the time to do other things."

ADMINISTRATIVE CONTROL (SUPERVISION)

Importance in a Combat Situation

"Need to know if you have the ability or not. If Cdr does not have it, his 2nd IC/XO/Deputy Cdr must have it."

Importance in a Non-Combat Situation

"Must be able to recognize the value of systems & make them work."

CANDOR/INTEGRITY

Importance in a Non-Combat Situation

"You can't double talk. You must mean what you say--"

CHARACTER (THE PROFESSIONAL ARMY ETHIC)

Importance in a Combat Situation

"Vitality important to long term health of units - not obvious in day to day combat."

"Important in peacetime - less so in combat."

COORDINATING

Importance in a Combat Situation

"If Cdr cannot do it well, he must have a staff which can."

CREATIVITY

Importance in a Non-Combat Situation

"Soldiers delight in leaders who can do this [creativity]...keeping them in mind in the process of course."

ENDURANCE

Importance in a Non-Combat Situation

"If the leader can't or won't, neither will anyone else."

ENTHUSIASM

Importance in a Non-Combat Situation

"This is infectious: If you don't have this 'disease', you can't give it to others."

FORESIGHT

Importance in a Non-Combat Situation

"The unit is frequently spared pain if the Cmdr can do this--"

MORAL COURAGE

Importance in a Combat Situation

"Essential in mid-long term."

ORAL PRESENTATION SKILL

Importance in a Non-Combat Situation

"The correct information, well delivered over time, characterizes the speaker, identifies him as knowledgeable, intelligent, a leader."

PHYSICAL COURAGE

Importance in a Non-Combat Situation

"There will be those times [presence of danger and fear] in peacetime"

PHYSICAL FITNESS

Importance in a Combat Situation

"An armor/cav commander in combat doesn't do many things physically taxing."

TACTICAL PROFICIENCY

Importance in a Combat Situation

"It's [tactical proficiency] fundamental to the unit accepting you as a leader!"

TEACHER (COUNSELOR)

Importance in a Non-Combat Situation

"Critical. If you can't do this, you shouldn't be in the business."

TENACITY

Importance in a Non-Combat Situation

"I think this is vital - only 5% or so have it."

TERRAIN SENSE

Importance in a Non-Combat Situation

"If you can't do this, you're extremely dangerous to your unit-"

TRAINING MANAGER

Importance in a Combat Situation

"Less important in combat than peacetime."

Importance in a Non-Combat Situation

"The Cmdr is the senior guy; he has more experience & must teach from it-"

